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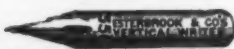
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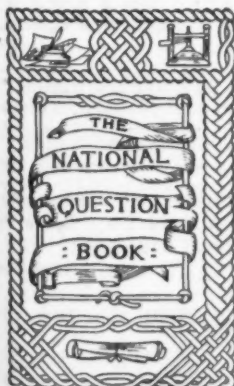
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No. 13

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## Where Reform is Most Needed.

Adapted for *The School Journal* from J. Koenigbauer's "Zur Reform des Unternehtsbetriebes in Volksschulen."

Every man has his wants, and whatever meets or opposes these, is of interest to him. Human society, also, like the individual, has its needs which must be satisfied, otherwise a living together of many, and the preservation of the race could not be thought of. Needs give rise to interests, and these interests are the centers and sources of all endeavors of the individual, as well as of the social whole. Thus, in order to know men as individuals, and as society, one must know their interests; and he who discerns their interests will no longer be in doubt as to what the common school ought to provide to save the people from subjugation in the battle of interests.

Furthermore, we must bear in mind that the overwhelming majority of people receive no other general education than that offered them in the common elementary school. The few short school years ended, the working for a livelihood begins; and with the first steps into public life, most of them are jostled into some one branch of interests, which forces upon them a one-sided culture and disposition. Henceforth these people regard the whole world and all its institutions from their own one-sided point of view, and believe that everything ought to revolve exclusively around their own particular interests. It never enters the minds of a large percentage of our people that there are others beside them with other interests which are also justified, and must be considered. Those who do learn this lesson rarely owe it to the school. The farmer not unfrequently believes that he is the only one entitled to consideration, and that the claims of all others are based on nothing more solid than wind. The laborer in shops and factories flatters himself that he is the hub of the universe, and that nobody's interests but his own are worthy of consideration. The professional politicians, demagogues, and agitators know best how deeply rooted and widespread this particularistic belief is. Young people, especially, are apt to dash off into the most one-sided ideas; usually they have also sufficient enterprise to realize their Utopias by any means; even by force, if need be.

And what does the common school do to make clear to the developing citizen that one individual is depend-

ent on the other, and one occupation upon the other, and that salvation is to be found only in the co-operation of all, and in mutual consideration? What does it do to introduce the young into social life, and to preserve them from dangerous illusions? No doubt a little is done in this direction, but on the whole this is so infinitesimal as to be hardly worth mentioning. Generally the school believes it has done its duty when it has crammed pupils' heads with several thousand names and dates from history, natural science, geography, etc., when it has made the eyes of pupils glide over several hundred most defective selections in prose and verse; when it has, without plan or system, served up to the youthful intellect a few uncooked data from all possible divisions of the field of knowledge, data which cannot nourish the mind because it cannot digest them; for nourishment is derived from, not what is eaten, but from what is digested.

A common school which lives up to the purpose for which it stands must, I believe, introduce the child into the various human relations in a systematic way (in an unsystematic and one-sided way, this is already done at home). In other words, the school must lead the child to recognize and become acquainted with the interests of the individual, as well as those of the social whole. This requires an analytic division of life; i. e., of the human interests. Next, the school must awaken and develop in the child an understanding of (or insight into) practical life and its interests. This requires a closer study of the particular interests, and their relations to each other.

There will be people, of course, who insist that the introduction into the social relations is not the business of the common school, but of public life. I believe they are wrong, because I know from experience that public life knows only particularistic interests; and whoever is once brought under the trade-yoke, swears by nothing higher than his own personal interests, and usually pursues nothing with greater zest than his own personal welfare.

And personal welfare makes the majority of men blind to the interests of their neighbors, and short-sighted as regards the importance of their particular trade or calling. Subjective livelihood never will be an objective judge. Whoever wants to be just in all directions, must be acquainted with and learn to judge the various interests of mankind at a time when his soul is still free of the cares of daily life, and his mind still uncramped and influenced by the straight-jacket of the interests of a particular trade. This time is childhood and adolescence. At no other age is man less prejudiced and less partisan in his judgment. Hence, it is the school years which can best offer a survey of the interests of all. Neither the home nor our business life can give as free a view, and as just an appreciation of human relations as the school.

Still others there are who imagine themselves on Olympus, and look down with a feeling of supreme self-satisfaction upon the limited public spirit of the common people, which shuts out from their view the world outside of the four walls of their own homes. These do not appear to have noticed or heard that the foundations of the state totter, because the inconsiderate Ego undermines them; that human society quakes because the brutal, particularistic interests throw poisoned spears; that the war of all against all begins because the short-sighted man is "the most terrible of terrors." They do not appear to know that the leaders and prophets of all peoples have all they can do to convince the great masses that salvation is to be found only in the observance of the law of co-existence. It is the duty of the common school to give support to every organized effort made to promote the welfare of all. And to those who doubt that the school is able to support and promote the well-meant intentions of public-spirited leaders, I say, you forget that, owing to their quick comprehension, children find their way into daily life and the social order in a remarkably short time if they are only given friendly aid; you forget that the child is surrounded by social order wherever he goes, and need not search books for a knowledge of it; you forget that nothing is of greater interest to the youthful mind than the doings of the world surrounding it; particularly the world of mankind.

The human interests are attached to the following concepts: First, food; second, dress; third, lodging; fourth, heating and ventilation; fifth, occupation; sixth, the country and its products; seventh, wind and weather; eighth, the heavens and seasons; ninth, the human organism; tenth, division of labor; eleventh, division of human society (social order); twelfth, social intercourse; thirteenth, property; fourteenth, valuation; fifteenth, the household; sixteenth, morals and customs; seventeenth, conflict and right; eighteenth, aesthetico-moral culture; nineteenth, moral-religious culture.

These catch-words embrace all interests which can be considered at school, and hence must serve also as a foundation for the education of the people.

Much of this, no doubt, is considered in our schools. But how many schools are there which consider all of it? And how many are there which do not only consider these matters, but explain them in a systematic way? Precious few, if any. As a rule, the children in our common schools are like that hungry man who, after a table d'hôte dinner, goes to a restaurant to get something to eat. The common school offers too many dishes, but gives little that is substantial; it touches many interests, but only superficially; it communicates many ideas, but it is with them about as it is with wholesale introductions at receptions; hardly has a person been presented when name, appearance, and everything else is forgotten.

And what receives particular attention? Not unfrequently secondary matters, while the most important interests of life are often neglected. Millions of people have no clear conception of what constitutes proper food, rational dress, healthy homes, care of the body, etc. Yet everybody is to live rightly, and keep well, and able to work, to assist the health authorities, etc. Hundreds of thousands in cities and in the country have no

right conception of social order, of the rights and duties of citizens, of the necessity of property, and the division of labor, of municipal and state administration, of public right, of the constitution of this country, etc. Yet every one of them is expected to obey the laws, to vote intelligently, to uphold justice, etc. Is not all this of much greater importance than the knowledge of dates, and names of rivers, mountains, animals, and plants, which are memorized with much effort, and easily forgotten?

The principal defect of the teaching in our schools consists, in my opinion, in this: that the material of culture is divided by branches, or studies, as if human life revolved around branches, and not around interests. From this wrong arrangement arose all those evils which render the introduction of the child into the social relations of life impossible.

(To be continued.)

### The "Speer Method" in Arithmetic.

A tremendous problem confronts educators, which must be met, if they would keep pace with a swiftly-advancing time. Psychology has given certain educational principles, and the question is, how to so revolutionize existing school-room methods that they may be brought into harmony with these fundamental truths. One solution of the problem in arithmetic has been found in what is now known as the "Speer method," which is now in use in many of the grades of the Chicago public schools.

The method mentioned is based on the recognition of the psychological fact that three steps are necessary for complete thinking. A sense-stimulus must pass to a brain-center, and there form an image. Following the formation of the image should be its expression in doing, and in oral and written language. In overlooking the development of the imaging centers, and demanding expression before impression, lies the weakness of a large portion of our teaching.

Too much emphasis cannot be placed upon the importance of the right use of the motor activities. Mr. Speer is the first to recognize and use this valuable aid in making arithmetic "less formal and more informing." He shows that elementary mathematical work appeals pre-eminently to the motor and sight centers, while urging the necessity for training each sense organ. Throughout, orderly activity is made a powerful help toward the desired end. At intervals, other than that set apart for the arithmetic lesson, ear training, eye training, and touch training should all be impartially cultivated. Devices innumerable will suggest themselves to the skilful teacher whose chief care should be to see that all exercises are adapted to the learner's mind.

Expression should go hand in hand with impression. By simple exercise in drawing, cutting, making, etc., a foundation is laid for manual dexterity which will bear fruit later. Do not expect or demand finished work. However crude, this effort to express not only trains the hand, but develops the sight centers, and leads to the correct imaging, which underlies all mental progress.

In harmony with the advice of scientific men, the child should advance gradually from the indefinite to the definite. As the mind grows into the power of seeing definite relations, things in which these are clearly displayed, such as solids, surfaces, and lines, should be used.

To illustrate: Spheres, cubes, prisms, cylinders, pyramids, cones, and ellipsoids of different sizes should be provided for each room. Suppose the sphere be chosen for the first lesson. Balls, marbles, and spheres of various sizes have been scattered about the room. The teacher shows a sphere to the pupil, allows him to observe it closely, then puts it out of sight. The child goes in search of one, and when it is found, tells whether it is larger or smaller than others in the room. He is next asked to recall some object similar in form to be seen at home or on the way to school. Should the child be unable to do this, suggest that he be prepared to name something like in semblance, but not in substance on the morrow. The other solids should be introduced in these early lessons, that the child's vague perceptions of large, small, long, short, etc., may gradually grow into the definite idea of equality, which is the basis of mathematical reasoning. Triangles, squares, parallelograms, circles, rhomboids, etc., together with lines drawn horizontally, vertically, and obliquely should be used while working with the solids.

By this training, the sight centers are so developed that sight forms are easily held, and the child is led by an easy path from difference to likeness.

Vivid imaging and the comparison of these mental pictures are the means whereby to reach the end of mathematical study, "to establish definite relations between magnitudes." An example may make this plain: Suppose solids having the ratio 1, 2, and 3, and designated by the letters, a, b, c, be placed before the child.

He will see likenesses and differences between them, just as he does in his playthings, and in the world at large. Looking at c and a, he sees that c is larger than a, and that a is smaller than c. He has compared and noted relations, but not definite ones. Later, when he has made an exact comparison, he will state that the relation of c to a is 3, and the relation of a to c is  $\frac{1}{3}$ . These magnitudes may be expressed as  $\frac{1}{3}$ ,  $\frac{2}{3}$ , 1, and the pupil may say that the relation of c to a is 1, the relation of a to c is  $\frac{1}{3}$ , or he may call c 9, and a 3, the symbols standing for the unchanging relation of reals.

The objects between which the relation  $\frac{1}{3}$ ,  $\frac{2}{3}$ , 2, 3, etc., is seen should vary. Rigidity is to be avoided above all things, therefore, in teaching any given relation, use different magnitudes, and constantly change their arrangement, lest the relation be limited to particular things. How easy to link the idea of relation gleaned from solids, surfaces, and lines with the practical world, and utilize the pint and quart in simple problems composed by the child when working with the ratio 1 to 2, and of the foot and yard, in dealing with the ratio 1 to 3, etc.

Children can discover relations, but not the terms in which they are expressed. Do not let language become a stumbling block. When the child effects a comparison between a and c, give him the expression

$\frac{1}{3}$ . The main thing is to know that he mentally sees a relation; when this is done, let the thought and form be like swan and shadow. Nor should the learner be confined to language alone, as a means of expressing his mathematical conceptions. Children like to construct. Let areas expressing the relation of a to b and c, of b to c and a be drawn or cut from paper. Circles, triangles, squares, rectangles, etc., may be cut from paper and given to the child in his seat, with instruction to cut others like in form, but having the ratio  $\frac{1}{3}$ ,  $\frac{2}{3}$ , 2, 3, etc. Many moments of the day may thus be filled with profitable employment, for the child will think out ratios for himself, and find constant delight in this self-expression through construction.

When relative magnitude is made the basis, the child will grasp a 10, a  $\frac{1}{2}$ , or a 50, as he knows a pound or a foot, untroubled by the how many of its composition. Counting the separate units leads to complexity, and has no part in this system. The presentation of undivided magnitudes, however, will not be sufficient to develop the fundamental idea, unless the teacher clearly understands the correlation of analysis and synthesis in mathematical growth. There can be no addition without subtraction, no multiplication without division. Suppose we wish the child to see the relation existing between 5 and the sum of 3 and 2. He must see two magnitudes in the 5, and, putting these together, see the relation of equality. This separating and uniting will give him little trouble, if surfaces representing the relations be placed upon the blackboard, or blocks be given him wherewith to analyze.

Whenever a judgment of relative magnitude finds free oral expression, the written form should follow. If a pupil tells you, without hesitation, that 3 and 2 equal 5, write  $\frac{3}{2}$  so that the whole thought may be represented. The combination of words "The bird can fly," is always grasped as a whole, so should the combination of characters  $\frac{3}{2}$  be comprehended in its entirety.

Under the new method, that bugaboo of a child's school life, the separating and combining of symbols in tabular form is abolished. Work there should be, to emphasize likeness in the midst of difference, and to train the eye to observe quickly, and the mind to image vividly. In such exercise the sight centers alone should be addressed without reference to the ear in the audible repetition of the tables. The possibility for profitable mental occupation along this line is boundless.

With definite relations as the basis of arithmetical study nothing is taught as independent and absolute in itself. Fractions and integers have long been divorced in the text-books. When these are each seen as a ratio we know them to be but two ways of looking at the same thing like the inside and outside, back and front of an object. Make definite relations the basis and arithmetic, known to us of older growth, as "science of number and the art of computation," disappears. With the clearer vision and better judgment of to-day, we know that what we have called arithmetic is but the language wherewith to analyze equations and reason about definite relations.



## An Experiment in Governing.

By M. L. Townsend.

The experiment I am about to describe is one that was actually made, and in this consists its chief value. I had charge of nearly fifty big boys in an evening school; they were, with few exceptions, a hard lot; there were newsboys, printers' devils, apprentices in machine shops, market and grocers' boys. As they worked in the daytime, many until six o'clock, they came physically tired and disinclined to study; they began to yawn after a half hour had passed.

They studied me with sharp eyes when I first came before them and determined to try my powers of government. I knew none could be punished, for there was a rule subjecting a teacher to a fine if this was done. Later on (I will anticipate) one of them told me in plain words, "You dasn't lick me; it is against the law." I feel it would not be safe to turn my eyes away from them for an instant; no matter what was on the blackboard, I was obliged to talk about it with my eyes on them, and not on it. I felt I must in some way put myself at the head of this troupe. So at the very outset I told them a story of my school days and of the exciting events, without aiming at any moral lesson—I aimed only to be master, in fact, as well as name. The boys laughed heartily at the pranks of a certain Washington Gunn, who was nicknamed Pistol because he was young Gunn. For some unknown reason boys like nicknames immensely.

I considered the time well spent in which they looked at me, and were under the influence of my oratory—which was of a feeble kind, after all. Without stopping, I went right on to tell them that it was a great mistake to suppose that boys couldn't have a good time at school. I said something of the advantages of knowing arithmetic and geography, and of being a good writer. That I had been asked that day if I knew a boy who was able to write nicely, was polite and honest—such a one was wanted for office work. I saw this touched a good number; they sat up straighter and showed an intense interest. Then I asked them if they were aware that many of the buildings in the city were owned by men who, when boys, were as poor as any in the room. How did they become owners of buildings? Why, the stories they would tell would be worth hearing. Would they like to hear from such a man? Finding they were curious, I told them I would have such a man on hand the following night.

So far, I had them in my power; I did not relax my hold. I summoned my mental force, and gave out arithmetics and slates, and a pencil to each. Though intensely watchful, it was but a few moments before the short pieces of one pencil were hurled against the blackboard. I saw the hand move, and looked the boy steadily in the eye, and said, "You'll never own a building if that's the way you do business in school." A laugh was started, and he was put down for the present.

"You will find all men, except the very lowest, in this city know the multiplication table. A negro boy who blacked my boots this afternoon could say every part of it." From this I started off for ten minutes on

the table; then I felt they were tired, and stopped. Then I amused them by a story for a few minutes—it was a story of a boy in the country who went up in the garret of the farmhouse for some walnuts and came back with his hair standing on end, declaring he had seen a ghost! I made this quite effective. I could feel I was getting more firmly fixed in the saddle; they were taking ideas from me, listening quietly to me, were interested in me, though they did not know it.

Then I took up the arithmetics and gave out readers. I had a list of the names, but did not know the boys, so I called up James Murphy, Thomas Fitzpatrick, etc., and as they read I fixed them in my memory. I knew this calling of one by his name was of itself a power; it has always been so recognized. The boys I thus had read, I flattered all they would bear; but I knew others would want mightily to read. In fact, a strife arose; they all wanted to be commended. I did not let them get tired.

The song, "Annie Rooney," had not then been composed, but there was another just as popular, and I called for that. "Who can sing 'The Bold Soldier Boy?'" A hump-backed boy was immediately and loudly pointed out. He hesitated at the honor thus crowded on him, but as I said I would join in if I knew the words, he pulled the well-worn paper out of his pocket and gave it to me and began, and all joined in singing six verses. "We must have that again," I remarked, and then I gave an exercise in spelling, they writing the words, a boy I had marked, and whose name I called out loudly, writing the words on the blackboard.

The principal here looked anxiously in at the door several times, for the class had a bad name. Their homes were among gin mills, and the vilest of the city; to lie or to steal, if this could be done without detection, was creditable rather than otherwise. He came in at this point and complimented the boys, and said they were to have as good a time as possible, for he believed boys learned most when they had a good time, and "Now, we shall dismiss you early; you will have as good a time all winter; be on hand to-morrow night." The dismissal was made in strict military order, a teacher standing at the foot of each stairway; the class-room was on the third floor. This order was followed for two reasons; they often carried missiles in their pockets, and if order was not observed, the gas lights were put out, and the missiles thrown at the hapless teacher; serious injuries had thus been inflicted. The other reason was the influence of the military order on the mind of the pupils.

The next night all assembled in the main room, and the highest class, which was nine, was marched into the recitation-room, and ordered to stand until the order for sitting came. Several sat down in a defiant way, saying by the act they were not going to wait. The whole class was returned to the main room in step to music; seated; the order to rise given; the command to stand until the order was given, and again marched back; again some seated themselves, part of the same lot who did it before; the whole body were returned to the main room again, and those marched back who agreed to stand by the order. "If any here are determined not to obey orders, they are not wanted." All

rose, and on being returned to the recitation-room, remained standing until the word "Sit" was uttered in a short, decisive way. This was a great victory; they were yielding to commands. On the plea of resting them, they were marched into the main room at the end of an hour, and one of the trustees, a Scotchman, the owner of three buildings, gave them a homely address—this was keeping the promise I had made. He closed by saying: "I see at least five boys here I will guarantee will own at least one house in the city."

Gradually this group of boys came under control. If I saw they were tired, physically, I introduced some discussion, a conundrum, a missing word in a sentence, or a story. One of the boys proved a good storyteller, only when he got excited he would be profane without knowing it; nor did the rest notice it. They lived in an atmosphere of profanity outside.

I found the hope of being in good employment was a tremendous stimulant. I proposed once as a question, "What would you do if you had \$25 per week?" I do not remember of any who proposed to put it in the savings' bank; all mentioned the theater, and quite a number declared for a time "when they should get swell togs on;" they would eat their meals at a celebrated restaurant. Then I told them what would be the productive way, and the nerve that was required. "But you can all get \$25 a week if you do three things; get educated, determine to be honest and respected, and have good habits, and apply yourself to some kind of work you can do well."

I found they would not bear preachment; they saw quickly if I was aiming at this. I had told them a story with a moral once, and heard the loud whispers, "He's preaching." I knew what they meant, and kept within bounds afterward. If I wanted to impress a moral I made the story such that the moral was there, and I did not need to say, "From this we learn, etc."

By steadily keeping the "leadership" idea in view, and the "mastership" arising from military drill, and giving some mental power by some exercises in arithmetic, history, spelling, reading, etc., implanting and nourishing hope, and showing my sympathy with them, this class of rough, hard boys came under control. They regarded me with an affection unexpected and unlooked for. A man had given employment to one of them out of work from my recommendation. This matter I brought before the class. Requesting the boy to leave the room, I said: "This man says he will only take James if I guarantee his honesty; can I safely do so? Do you know of any reason why I should not?" No one giving any reason to the contrary I agreed to assume the responsibility. This made a deep impression.

The term closed with some public exercises, and all were scattered. It was six months before I again passed through the street, and it was then wholly by accident, and I was in a hurry. At once there rose so wild a yell I was fairly frightened; I was surrounded by a group of boys who acted like highwaymen, and I was preparing to make my escape when I caught the words, "Teacher! Teacher!" Yes, it was a group of my old night-school boys, and this was their greeting; I could not mistake the heartiness and sincerity of it,

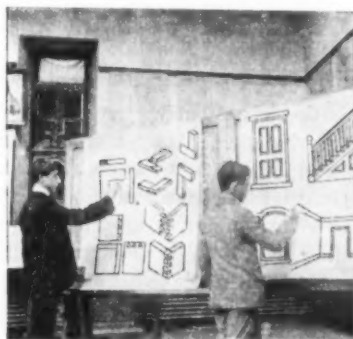
though it did sound like a street squabble. I saw an orange-stand at the corner, and, taking the crowd with me, I purchased one for each and begged them to let me catch the boat toward which I was hastening.

## Results of Manual Training.

By Herbert Myrick.

The methods in drawing and manual training followed by Prof. J. Liberty Tadd in his work at the Philadelphia industrial art institute, and in the public and parochial schools of that city, have been briefly touched upon in preceding articles. Further specimens of the children's original hand work are here given.

But it should be distinctly understood that this training goes into object drawing and memory drawing, light and shade, also color work. This system of education begins with the foundation elements or units of art, and with the wonderful facility of both hands that it accomplishes along with trained eyes and brain development enables the scholar to do better work in the higher branches of art or applied industry.



Mechanical Drawing. Freehand.

Nor is this method a training in decoration merely. After the youth has had enough of the elementary work to acquire facility those who show a fondness for mechanical, rather than so-called artistic or free-hand work, are given mechanical and geometrical drafting, architectural work, machine designing, pattern making, cabinet making, joinery, and the like. Along with this work on paper goes the making of the mechanical forms in wood, such as geometrical forms, wheels, and gears, frames for little houses, stairs, and a wide variety of practical objects, pictures of some of which appear herewith. Observe that all these mechanical forms or combinations are made with hand tools only. Machinery has no part in the system.

By the time a youth has progressed thus far his natural talent is indicated. He may then proceed to qualify himself for the trade, profession, or occupation to which he is best adapted. He will bring to it an intimate relation of hand, eye, and mind that will enable these organs to work together, and make him a capable tailor, carpenter, farmer, painter, merchant, or whatever his vocation may be.

Besides the intensely practical value of this new system of education, it develops a sense of the beautiful that enables the humblest child to enjoy to the full the wonders and beauties of the world about us. The youth

who so learns to master his muscles and sight that he can convert a piece of oak into a thing of beauty of his own original design, that has both artistic and money value, has acquired an object lesson as to the inherent abilities of his nature, that is of incalculable value.

This method requires no expensive workshop or elaborate buildings and plant. The drawing, designing, clay working, and carving can all be done in one room, on any table or desk. Even the few tools needed for carving and modeling are inexpensive. An outfit for a dozen or 100 pupils can be made to serve ten times as many by rotating the classes.

Because of its simplicity and inexpensiveness, as well as for its wonderful efficiency and the practical application children can make of its lessons the Tadd method of drawing and manual training is peculiarly adapted to our rural schools. It can be adapted to children of any grade, so that for the ungraded or district school the new method is as applicable as to the graded schools. This natural system opens up a new world in education, new and marvelous possibilities to the young, and is destined to have a wide influence.

### School Reading.

(Abstract of a recent lecture by G. Stanley Hall, Pres. of Clark University.)

Reading is the largest and most important topic in the school curriculum. Many methods are used in teaching it, and it is right to know them all. Each teacher, of course, must have a method of his own, but there is none which cannot be used incidentally. There are two leading methods, the analytical and the synthetic. The synthetic method begins with putting the letters together to make words. The old primer methods are well known. Every one of the old quaint methods has one or more suggestions.

Spelling is a very recent accomplishment. There are men who have lived and died without ever knowing how to spell. Spelling is very arbitrary. It is a pure mechanical drill, and we have got to hammer it in as early as possible, to make room for other matter.



Dr. G. Stanley Hall.

so that the extreme synthetic terms have been given up.

The gingerbread method was another plan, by which letters were made on gingerbread, and the child got familiar with them in that way.

The phonic method is another. It came in with the gorgeous and profuse scenery of philosophy. The German language has been reduced to 400 sounds, and the English to about 323 sounds by this system. The sound "sh" was called the lingual dental hisser.

One German method was to show a child a balloon exploding in the air, and then the natural expression would be "Ah!" Then again, when anything was to be driven away, the expression would be "Sh!" In this way the child was taught the sounds according to that idea. In 1872 the spelling method was forbidden, by law, in Germany,

Spelling ought to be analytical and synthetical only to a certain extent.

The point is, we must use all these methods, to some extent, because reading and writing involves all the ear, eye, mouth, and hand centers. It is a complicated process, and to teach it by one extreme method alone is wrong. The hands help. Words are motor, as well as visual. Aphasia and agraphia are diseases of speech. Aphasia knocks out the power of making certain sounds. "Ross on Aphasia" ought to be read by every teacher. The development and the decay of the voice ought to be intelligently studied.

All the forty-three sounds in our language ought to be brought to the front of a set of objects. Children are full of emotion, and are imitative, and the sooner you give them the mechanical part, the better. The more stupid the child, the more method needs to be employed.

Children are intuitive, and readily catch the meaning. Too much explanation is not proper. It is an excess if children see the method too prominently. The teacher has to be conscious of the method, but it should not affect the child. The stated use of one method should not preclude the use of another.

Reading is thinking. The child sees the whole, and not the parts. Many prefer reading not by a single object, but by a large complex array.

What to teach in reading is very important. A child can sink lower after having learned to read than would otherwise be possible. There are many who would be sound in health if they had never learned to read. There should be some method of following children up and seeing that they get good reading. There is a depth of degradation possible to the reader.

What shall we read? The best thing is to get the best folk lore. It is the story roots of a race. The best myth tales are also good. Dante can be made interesting to a child of six, as well as taught in the college. Pedagogy should be skilful to adopt the system suitable to each. Nothing is so charming as gibberish. There is a wealth of this in Mother Goose. It is the basis of teaching reading, the love of words—rhetoric. The second great point is to develop sentence-sense—see how many impressions we can hold. We should take our cue from what children love, and which are kept alive without even being printed. They are the legends, maxims, proverbs, and chronicles.

The tendency in art is to go to indigenous sources and develop the elements with which childhood is surrounded. There is a good deal of silliness and twaddle, to be sure, in childhood reading. It is sometimes difficult to distinguish the childish from the puerile. Will not the child be all right to believe in Santa Claus for a little while?

Children want the experience of growth. You might as well graft adult teeth into their jaws as to begin on them with mature reading. A good deal of stress ought to be laid on some things, to be read thoroughly.

An old Chaldean king, many thousand years ago sent out a commission to collect all the tales and stories told all over the world. He had them woven together in classical literature, and they were made the basis of the morals of his people. The best things in a nation ought to be brought out, and culture and civilization depend on a re-arrangement of cultured material.

If we had a national reading book, it would be culture distilled from literature and every word selected by wise men. Things, to be well instilled, must be well distilled. We have ephemeral reading in the daily newspaper. Then there is the weekly, the monthly, and so on. We should study quality, instead of quantity. Reading should be such that, while it expands the soul, it does not weaken it.



## Literature in the Primary Grades.

By Elizabeth F. Keysor, Minnesota.

In the past few years the strides in primary work have been rapid and almost phenomenal. This applies no more strongly to any subject than that of literature. What an atmosphere of sunshine and delight its introduction has brought to every primary room, and what a mighty factor toward true discipline it has been.

Literature in the primary grades is not so formidable as it at first seems, but really quite the opposite. By its use, much is done toward the mental and moral development of the child. It serves as a spiritualizing element in its life, enlightens its mind, and feeds and inspires the higher forces of its nature. It has been likened to a golden key of much value, in that it will unlock every childish heart, unseal their lips, and make their little faces radiant with pleasure.

For the teaching of ethics, for the cultivation of the imagination, for the enlargement of the child's horizon, and for the familiarity it gives with good English, there is nothing so well adapted as the study of literature.

Upon the kind of stories told the children will depend much of their later taste in literature. A hunger for highly-spiced and sensational writing can easily be created by telling grotesque and horrible tales in childhood. When the child has learned to read, then he will seek the same food that so gratified his palate in earlier years. The importance of the "beginnings in education is just beginning to be realized."

There are many things that go to make up a good story. In the first place it should be childlike, simple, and full of fancy. It should tend toward the formation of morals in that it would call out a judgment of approval or disapproval of persons or matters introduced. It should be instructive and of permanent value, continually inviting a repetition.

From whence we shall get our stories and just what ones ought to be used is a much discussed subject, and one of widely differing opinions. In thinking over the stories for children, we find that they resolve themselves into four classes: the purely imaginative, or fairy story; the realistic story, usually used as a vehicle for moral lessons; the scientific story, conveying information about animals, plants, rocks, and stars; and the historic story, telling of the lives of some of those who fought so nobly for our liberty.

To me it seems that the fairy story belongs preëminently to the child of 5 or 6 years of age. He enters into it more fully, enjoys it more thoroughly than at any other time in his life. To be sure there are fairy stories and fairy stories, and the choice must be most judiciously and carefully made. There is no question that some of them are undesirable and inappropriate. Those containing a fierce and horrible element must, of course, be promptly ruled out. But if one does not like or approve of a certain story, it had better be left untold, for there are enough about which there can be no question.

What more beautiful and pure than "King Midas and the Golden Touch?" When children are given a choice of stories it is always a secret wish of mine that this shall be the chosen one, so truly do I enjoy it. Then surely not one objection arises to "Baucis and Philemon," the "Linden and the Oak," "Epimetheus and Pandora," "Cinderella," "Diamonds and Toads," "The Oak and the Vine," "Little Fido," "The First Christmas Tree," and many others that might be selected from "Grimm's Fairy Tales." Then there are the beautiful myths of the winds, which are perfect gems, especially that of the "West Wind." Col. Parker says if the chosen story "contain the guiding star of life and immortality" it will be found worthy the mind of every child.

In the realistic stories lies the danger of being too realistic, lest after telling how a very wicked boy stoned the little birds to death, some listener be inspired to try the dreadful experiment, to see if it really does kill.

Attractive stories may be told which contain many of the simpler, scientific truths of botany, mineralogy, and zoölogy; but great care must be taken to so shape the narrative around the bit of knowledge you wish to convey that the child may not suspect your intention of instructing him. Should this suspicion cross his mind your power is weakened and you will be looked upon as a hypocrite of the deepest dye.

In the work for special days nothing plays so important a part as the historic story. It is easily told, and if made clear and simple, is always interesting. These stories should be permeated with the idea of a struggle for a principle, rather than with the horrors attending the struggle.

Our selections in poems and stories should be such as will tend toward inspiring a love for the best in literature, as well as the noblest in life. Care should be taken that they be not one-sided or subordinate, for too many "science" stories, like too many "moral" stories, defeat the ends which they were intended to subserve.

The value of any story depends largely upon the way in which it is told, and a story to young children should be told, rather than read. Since "to be a good storyteller is to be a king among children," it is of paramount importance that the primary teacher cultivate this accomplishment, if she does not already possess it.

The story should be simply and easily told, and in the best possible style. If accompanied with a few free, unstudied, and descriptive gestures, much is added to its enjoyment by the children. The motions give life and attraction to the story. Then, too, the teacher who has the ability to illustrate her story as she tells it, has the power to accomplish whatsoever she wills through the medium of literature. A poor illustration is far better than none. It will be a rude picture indeed which is not enjoyed by the children. By the aid of their vivid imaginations they will see the ideal shining through the real. Blessed be their imaginations!

It is well now and then to have the children illustrate the story. If the drawings are executed without help they are most interesting from a psychological point of view, and will afford a great deal of pleasure to both teacher and pupils.

Correlation of work and the study of literature go hand in hand—one is the complement of the other. How limitless is the work found in the study of the "childhood of Hiawatha" for every subject to be taught! It seems to me that the true meaning and the whole spirit of correlation may be demonstrated in the working out of this poem. There are many others equally good and effective, but this one is cited because it is so full of fancy and historical interest and calls for so lively a play of the imagination and is always a favorite with the children. Our literature is full of rich poems, a goodly number of which should be utilized in the work.

A mistake is often made in trying to impress the idea of authorship upon the children. Most fortunately, the authorship of many of our so-called "nursery classics" is unknown, and just at the time when these classics should be told the child is perfectly oblivious to the idea of authorship in any story. To it a story is a story, and it is absolutely incurious as to who wrote it. Give the children the story, be it prose or poetry, and let them enjoy it for the story's sake.

By a little care and thought many stories and poems can be taken up, and prove not only a delight to both teacher and pupil, but a stepping-stone to the love of real literature, which can be created in the mind of a child at a very early age.

## Edward Austin Sheldon.

By Mary Sheldon-Barnes.

(Born 1823; founded Oswego Normal and Training School 1861-'65; died August 26, 1897.)

My father's life falls naturally into three periods: that of his youth and early manhood—a preparatory period; that of organizing the public school system in Oswego, and the training school for teachers that grew out of that system—a period of rapid and strenuous development; and finally a period during which his ideas and methods diffused themselves over a wide area—a period of naturally growing prosperity and success.

His work and his life all center about the beloved school whose destinies he determined from 1861 to the day of his death. The Oswego school during all that time stood as an experiment station in Pestalozzian method, and as a group of vigorous and original personalities, all working with wonderful devotion to their leader, whose loving heart, and progressive will was felt through every day in every act.

My father came of pioneer and Puritan stock. The first generation that we knew were farmers in the Berkshire hills, in the days of the revolution; the second generation sent out four sturdy brothers, with their young brides and household gear in ox-carts, into the Genesee country, then still unbroken forest, still haunted by Indians. The tradition runs among us, that Grandfather Sheldon, having lost his axe in the



Dr. A. E. Sheldon, Principal of the Oswego Normal School, who died August 26, 1897.

wilderness, walked two hundred miles, to Albany, to replace it. These were men of the beginning of the century. In this Genesee valley, in 1823, at Perry Center, my father was born of parents of the strictest Puritan faith, to whom Sunday was always the Sabbath, or the Lord's day, and who never failed to save from their frugal, hard-won earnings, something for the Bible Society and for foreign missions.

His early life was one of farm and forest, with the sugar camp and the harvest for its festivals, kept in the simple, hearty company of a large band of kinfolk. He went to school, but could never be brought to say that he ever learned anything in the bare, unlovely place, built, he declared, on "an ash-heap," to save better land. The most vivid impression made upon his mind by this center of education came from the curi-

ous punishments inflicted by a series of inventive masters, who seem only to have inspired in their pupils a great desire to circumvent all means of learning.

The first intellectual impulse felt by my father came from a young man by the name of Charles Huntington, who had been at college, and who seems to have had some enthusiasm of learning. He started a private school at Perry, where Greek and Latin, algebra, and geometry were taught. Inspired by him, my father resolved to study, and entered Hamilton college in 1844, leaving his simple farm life, as it proved, forever, with his few possessions in a little hair-covered trunk, brass studded with his initials. He started with the ambition of becoming a lawyer, but a serious break in his health in his junior year put an end to his college career and to his ambition. Memoirs of his college days were always among the dearest of his life, and his most intimate, life-long friendships dated from those happy years. A strong bent for the land was always present in him, and his next venture was in the field of horticulture, in which Charles Downing, of Newburg, had deeply interested him. In company with another young man, he came to Oswego to start a nursery. But the enterprise failed, and my father determined to prepare for the ministry. Meanwhile he had become interested in the condition of the poor.

Oswego was at that time a young and thriving milling town, with a large lake commerce thronging its harbor, and there was the usual poor and floating population of such a center. This population was not only poor, but it was ignorant, careless, irreligious to a degree, and housed in the most miserable shanties. Among these people my father went, pencil and notebook in hand, collecting statistics as to their condition. With some of his young friends, active in business, he founded an "Orphan and Free School Association," with the object of starting an orphan asylum, and a few free schools for the poor. The movement was wholly religious and philanthropic in its spirit and purpose, and looked to the churches chiefly for aid. Sufficient interest was aroused to enable them to rent a room and fit it for a school, of which my father most reluctantly consented to be master, on the assurance of all concerned that they would surely abandon the whole enterprise unless he would undertake this vital part of the work. When asked what salary he wanted, he replied, "It will cost me about two hundred and seventy-five dollars to live, and this is all I want." They gave him three hundred dollars, and so in 1848 my father entered on what afterward became his chosen career. I do not think any part of his life had so warm a place in his heart as this. If he ever boasted of anything it was of this first school. Utterly without experience, almost without a plan, he found himself face to face with one hundred and twenty "wild Irish boys and girls of all ages, from five to twenty-one," utterly rude and untrained. Yet, he always said that they gave him "no trouble;" if they engaged in a free fight, he maintained it was from ignorance of the proprieties of time and place, not from any desire to be ugly; if some boys became restless, they were sent out to race around the block and see who could be back first; they were called to order by rapping on the stovepipe; they were held in order and kept to their work by the genuine love he bore them. I have not

been able to find that any case of "discipline" occurred in this rough, "ragged school." As my father went to his work of a morning, his warm-hearted Irish children trooped about him, seizing him by the fingers or the coat-tails, wherever they could best catch hold, to the great amusement of the store-keepers and the passers-by.

This was the beginning of the public school system in Oswego, although it was not destined to immediate development. There was a strong local opposition, which succeeded in quashing the movement for free schools for some three years. Meanwhile, while yet a teacher of his beloved "ragged school," my father had married Miss Frances Stiles, and to this union he always accredited—and to my mind, truly, a large part of his success. My mother was not only beautiful and accomplished in all social graces, but she had great fortitude of character, wide and warm intellectual interests, and an unusual education for a woman of her generation. She had need of all those gifts; for she was not only to be the mother of five children, but the helpmeet of her husband through years of poverty, of hard, and often excessive, labor, of all the opposition and friction which his original and determined character was to bring upon them. But her soul was pre-eminent in cheerfulness, in courage, in faith and love, and my father always found in his home happiness, brightness, and complete understanding and faith—secret sources of unflinching energy and strength.

In the temporary defeat of the free school party, my father tried to start a private school, but before it was fairly begun he obtained the appointment of superintendent of public schools in Syracuse. During the two or three years in which he held this office, he consolidated, graded, and organized the lower schools, brought together various ill-kept collections of books into a central library, to-day one of the most flourishing and valuable possessions of Syracuse, and gave the impulse and the plan which resulted in the foundation of one of the finest high schools in our state. His report was the first annual school report of Syracuse.

The free-school party, of Oswego, meanwhile, being "in harmony with the constitution of things," had come to the day of their success, and called my father back to organize and shape their new system. In May, 1853, he became the first superintendent of schools in Oswego, and in September the schools were ready to start. There was one class of population, however, still unprovided for, that had a warm place in my father's heart, since the days of the "ragged school." These were the sailor lads, idle from December to April, while the lakes were ice-locked. For them he organized what he called "arithmetic schools," rough-and-ready, ungraded schools, where arithmetic was the basis of the work; and in 1859 a similar school, the first of its kind, was organized, to meet still further the needs of irregular laboring people.

The schools were organized; his active mind began to reflect on their curriculum and method; and to his fresh and practical insight, they seemed not to meet the actual needs of human nature. He felt that they were a long way off from the real world of matter and force; that children were naturally and righteously interested in the objective world, in their own bodies, in

their vital relations to things and each other. In this mood he visited Sorrento, and then saw—not in the schools, but in a museum—a collection of teaching appliances from the Home and Colonial school, in London, that seemed to suit his sense of fitness. Well do I remember the delight with which he returned from his visit, importing samples of what he wanted.

The dark shelves of the little closets opening off from the dingy office where my father worked all day were filled with wonders delightful to my childish eyes, and to his own as well. We used to talk them over—colored balls and cards, bright-colored pictures of animals, building blocks, silk-worm cocoons, cotton-bolls, specimens of pottery and glass.



Oswego Normal School.

In the annual report for that same year, ending March 31, 1860, appeared an epoch-making program, laid out along distinctly Pestalozzian lines. This program contained conversational exercise, moral instruction, physical actions and employments, lessons on form, color, size, weight, and number, animals, human body, common objects, gymnastics, singing, and drawing, as well as reading, writing, and spelling. In connection with it, my father wrote this paragraph, which admirably embodies his whole ideal and philosophy of practical instruction:

"In this plan of studies the object is not so much to impart information as to educate the senses, and awaken a spirit of enquiry. To this end the pupils must be encouraged to do most of the talking and acting. They must be allowed to draw their own conclusions, and if wrong, led to correct them. The books should only be used for reference, and as models for the lessons to be given. The children should be allowed to have two short recesses of ten minutes each, morning and afternoon, and gymnastic and singing exercises should be frequently introduced, to give change of position and rest to the children, and keep up an animated and pleasant state of feeling. The younger children should not be detained at the school building to exceed four hours each day; and the older ones may be excused as they get through with their exercises."

When this program was offered, the board of education trusted and "stood by," the teachers were frightened, the parents were unconscious, or astonished and doubtful, the children rejoiced. My father was immediately drawn into the work of helping his teachers; he was constantly with them in their school-rooms; he met them every Saturday morning for a long discussion of their needs and troubles. By the end of the year every one felt the need of a special training class for teachers who were to do this real sort of work; and they naturally looked for a trainer to the Home and Colonial training institution in London, a school founded by a pupil and friend of Pestalozzi. It is characteristic of the courage of my father's nature that he proposed to import such a trainer, even on the hard condition named by the board, that it "should not cost the city



a single cent;" and it is characteristic of the devotion felt for him by his fellow-workers that he was able to persuade many of his teachers to resign a part of their meager salaries to pay for this importation, in lieu of the instruction they should obtain. In this way and others the money was raised, the London trainer came, and the training work began in May, 1861, in the form of a city training school—the first of its kind. This soon broadened to a training school for primary teachers, and in 1865 it was incorporated as the Oswego State Normal and Training school, with my father as principal, and Herman Krusi a former teacher in the Home and Colonial, the son of one of Pestalozzi's closest associates, as a living link between him and Pestalozzi.

These years from 1860 to 1865 were the epic years of my father's life, and perhaps were stirred into higher activity by the fact that they were epic years in the natural life. He was determined to enlist for the war, but was rejected for physical reasons; but every day of the long struggle was watched with the highest interest, often rising into excitement. I never saw my father so hilarious as on the day of Lee's surrender; he came home with a little flag stuck in his hat, and there was nothing more but festival on that day; and I never saw him so overwhelmed with any public grief as when Lincoln was assassinated. Just because the times were great and stirring, I believe he found it easier to live through these hard and stirring years of his own life. This story has often been told in connection with his school; the violent opposition of the older school men, the distrust and fear of the Oswego parents, the committee of investigation appointed by the National Association, their favorable report, the national interest at length awakened in Pestalozzian methods, and in the training of teachers. Through all, he was supported by the warm devotion of a group of friends in his faculty and board who believed in him with all their hearts. With all this active life of the reformer, organizer, and propagandist, my father was engaged as an author, as well. In 1862 the Scribners brought out his "Manual of Elementary Instruction," and in 1863, his "Lessons on Objects." Nor did he drop his superintendency of the Oswego schools until 1869. It will be readily understood that my father's day was a busy one. He invariably rose at five, and, after lighting the fires, wrote or studied until a seven o'clock breakfast. After this, he was off for his schools, taking with him his children and a cold lunch, returning home at 5 or 6 for dinner; he generally spent two hours or more in study or work before retiring at 10 or half past. These studies were of the most various sort; sometimes the relation of subjects in the curriculum; sometimes readings in Hamilton, or Spencer, or Locke; sometimes "Barnard's Journal," sometimes Harris' "Insects Injurious to Vegetation." This latter book was quite a classic with my father and me. We would sit in an unfurnished room of our unfinished house of an evening, with the light burning, so as to attract insects in at the open windows. Since our house was in the woods, just broken by clearing, we would soon have a delightful collection of moths, beetles, and flies, which we caught, killed, and then tried to determine by comparison with his book, an operation in which my father found me an enthusiastic, rather than valuable assistant. This keen and special interest in insects, came about from the fact that my father's own work in the young training school was for some time zoölogy, and he saw that, with masses of children, insects gave one of the easiest and most inviting entrances to the whole domain of organic life. This idea, however, cost him much persecution and ridicule in various quarters, from those who could not readily understand the connection between grasshoppers and a well-educated child, not knowing grasshoppers very well themselves.

My father delighted in his work; rejoiced in it: so

that he felt the need of recreation less than most men. Still he found it in his family, in his orchard, in trimming the trees of the natural grove by Lake Ontario, where he had planted his home. He had, moreover, a strong and sustaining religious life, which gave him faith in the righteousness and value of life, and not a week passed by without its seasons of earnest, solitary prayer.

Nothing succeeds like success. With 1865, honors and prosperity began to come. In 1862 he was elected superintendent of the schools in Troy, but he resigned the honor, although the place was more important and central than Oswego, and the salary larger by some hundreds than that he then received, for the simple, but sufficient reason that he felt that his training-school work was not yet ripe for an independent life; the books on methods not only stirred up teachers throughout our own country, but had a large sale in England itself, we heard; Oswego became a sort of educational pilgrimage-point; in 1865 came the formal action of the national educational committee, endorsing the Oswego methods as sound; in 1867 my father was invited to found a pedagogical department in the University of Missouri, and in the same year he was strongly urged to become principal of the State normal school in Albany. Nothing is more characteristic than the way in which my father refused these offers. In answer to the Albany offer, he replied:

"I have endeavored to put myself in a position of willingness to pursue the line of duty, without any reference to personal inclinations, seeking simply to know my Father's will, and to do it. I am told positively that should I leave, all further effort for this school will be abandoned, and that it cannot be sustained. I know much yet remains to be done for this school; there are others who can do this as well as I, but this makes little difference as long as the feeling is such as it is. It would not be right for me to jeopardize the interests here, unless a greater good could be accomplished elsewhere. I can assure you I have carefully and prayerfully weighed the whole matter, and after a severe conflict between inclination and a sense of duty, I am led to decline your flattering offer."

From 1865, the story of my father's life passes into the larger life of the school he had founded. He had still to experience a deal of local opposition to his work, and in 1880 he had to pass through the painful experience of a year of invalidism. With these exceptions, his work progressed strongly and constantly. In 1874 he brought out with the Scribners a series of "readers," which had great vogue; in 1881 he added a kindergarten and a kindergarten training class to the school, the first department of this sort in a normal school; in 1886 he opened shops for the training of teachers in industrial work; at the World's Fair of 1893 he was made president of the department of professional training of teachers, and received for the Oswego school a medal of honor, and a diploma "for excellence of equipment, method, and wide usefulness throughout its long history under one principal, for excellence of educational methods and literature, as evidenced by their use in the United States."

Wherever he went in these last years he was received by his old pupils as a father and friend beloved. His white crown of hair, his pure brow, his beautiful blue eyes, sympathetic, true and clear, attracted even strangers. To children, he was irresistible; to his nearest and dearest, he was an ideal character, tender and strong. In his death, too, he was fortunate, for it came quickly and found him still at work, in possession of all and found him still at work, in possession of all his powers; and it came, too, as a longed-for messenger from his beloved wife, who had left him a little more than a year since. "Of such is the salt of the earth."

Those who have letters of my father's will confer a favor by sending them to me in care of Charles S. Sheldon, Normal School, Oswego, N. Y.

Mary Sheldon-Barnes.

London, Eng.

# Greater New York Supplement

## THE SCHOOL JOURNAL.

### New York Notes.

#### Report of Board of Education Meeting held October 6.

The Germans of New York city are up in arms against what they regard as an attempt to abolish the free German classes in the public schools of the city. At the meeting of the board of education, Wednesday, protests against a proposed rule of the board, providing that no new classes for the teaching of German or French be opened in any public school unless half the petitioners for such classes be American born, were received from the German-American Reform Union, and from the Taxpayers' Association of the tenth, eleventh, and seventeenth wards. This association numbers 800 members who own property valued at \$25,000,000. The Germans claim that the proposed rule would make the teaching of German "practically impossible" in the east side wards, where the great majority of parents are Germans. The protests were referred to the committee on instruction and the committee on by-laws.

It is safe to say that the present school authorities will not discriminate against free instruction in French and German. At a meeting of the board of superintendents, Oct. 4, a resolution was passed declaring that "the study of a modern foreign language by the pupils of our grammar schools is in accordance with sound pedagogic principles, and is worthy of encouragement by our educational authorities." The proposed rule of the board of education is not, it is claimed, intended to work against the teaching of French and German, but to improve such instruction by destroying the "pulls" of certain alleged incompetent teachers. Heretofore, it is claimed, that such a teacher had only to get the signature of 30 of his friends to secure the formation of a new French or German class, and a place for himself in the public schools. Under the proposed rule, half of the 30 signers requesting the formation of a class in a foreign language must be American-born parents of children attending the school where such a class is proposed.

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#### THE BIENNIAL SCHOOL CENSUS.

President Hubbell, of the board, reported that \$15,000 is available to take the biennial school census in this city required by the law. State Supt. Skinner estimates that \$30,000 will be required, but has written President Hubbell that \$15,000 will make a good beginning, and that he is ready to commence the work by appointing competent enumerators, and otherwise superintending the details. The attorney-general has advised the board of education of Supt. Skinner's power to spend the sum necessary to take the census, and to charge the same to the locality. The matter was referred to the committee on by-laws and legislation for report at the next meeting of the board.

There is a growing feeling in favor of asphaltting the streets in front of and adjacent to the public schools, in order to do away with the distracting noise from the stone pavements. Numerous reports from inspectors, urging the necessity for such action for particular schools, were presented. Resolutions were adopted, requesting the department of public works to asphalt the street in front of P. S. No. 44, in front of the boys' high school on West 13th street, and the girls' high school on East 12th street.

#### APPROPRIATIONS FOR SEWING AND COOKING CLASSES.

The board voted to increase the appropriation for evening schools from \$195,500 to \$204,440, in order that sewing classes may be formed in all evening schools for females, and that cooking classes may be opened in all such schools having kitchens. Among the new appointments for evening schools are the following: Walter Timme, teacher of anatomy and physiology in the Harlem evening high school; David L. Rauch, chemistry, anatomy and physiology, East Side evening high school; evening high school for women, phonography, Mary V. Linden; freehand drawing, Anne C. Blenker; bookkeeping,

ing, Kate McDermott; French, Lina M. Maulere; German, Nina Norman Adams.

#### TEACHERS' RETIREMENT FUND.

The following teachers were retired on annuities by the board: M. Eliza Purdy, P. S. 125; Mrs. Amanda M. Simons, P. S. 54; Edward Miller, special teacher of drawing. The committee in charge of the retirement fund reported annual receipts up to the end of August, 1897, at \$42,657.30; disbursements, \$42,276.08. With the number of new teacher applying for retirement the committee reported that the surplus of the fund now in their hands would probably be used up inside of a year, and again called the attention of the board to the necessity for placing the fund upon some permanent business basis. The matter was referred to the committee on ways and means.

The board voted to appropriate \$53,906 for the new school building on City Island, and \$123,900 for the new school building on 141st street, 100 feet east of Brook avenue. It was voted to transfer the site formerly agreed upon on Amethyst avenue, Van Ness park, to Amethyst avenue and Victor street.

#### APPOINTMENTS AND TRANSFERS.

These kindergarten teachers were appointed: P. S. No. 30, Jessie M. Bein; 155, Ethel G. Browne; 75, Rita Klein; 30, Lucy E. Gilbert; 58, Katharine Winterburn; 127, Ella B. Malcolm; 33, Meliora E. Powers; 94, Luella A. Palmer; 141, Grace C. Pollock; 61, Agnes Blatt; 30, Eleanor Contencin; 75, Grace Styles; 145, Annie M. Carlton. It was also voted to establish kindergarten classes in public schools Nos. 30, 127, 145, and 155, and in two additional rooms at 197 East Broadway.

Special teachers of sewing, at \$1,000 annual salary, were appointed as follows for meritorious service: Mary E. Reed, Minnie Ihelheimer, Jennie C. Miller, Rebecca E. Mitchell, Charlotte N. Roper, Grace M. Biddle, and Mrs. Eliza Kornmann. These were appointed at an annual salary of \$800; Mable Stone, M. Louise Walter, Catherine D. Senith, Katherine E. Peyer, Mary D. Emery, Martha Bachman. Jennie C. Close was appointed special teacher of sewing, at \$92 per month.

Among other appointments and transfers were the following: Public school No. 3, Henry E. Jenkins, salary, \$1,332; 6, Joseph S. Heil, \$1,080; 7, Joseph S. Burns, \$1,080; 15, Isaac F. Smith, \$1,080; 18, Adolph Mischlich, \$1,656; 19, Jeremiah T. Mahoney, \$1,332; 34, James H. A. Fitch, \$1,476; 40, William K. Franklin, \$1,080; 44, Edward P. Carroll, \$1,728; 44, David P. Fleming, \$1,476; 51, James S. Souers, \$1,260; 70, Eugene P. Moore, \$1,476; 83, Daniel C. O'Connor, \$2,016; 95, David Birch, \$1,656; 96, James Moore, \$1,656; 60, Albert S. Taylor, \$1,080; 63, Gustave A. Carls, \$1,728; 64, Rudolph Pokorny, \$1,080; 66, James M. Kieran, \$1,728; 97, John P. Wright, \$1,728; 81, Beverly A. Smith, \$1,332.

These nominations have been made by the board of superintendents: P. S. No. 14, Stuart Wilson, salary, \$1,080; 16, John J. Burke, \$1,260; 34, William F. Porter, \$1,260. Long lists of additional and substitute teachers were agreed to.

The board voted to allow rooms in P. S. No. 20 for the boys' and girls' clubs that have been meeting after school hours in P. S. No. 7.

#### Our Greater New York Supplements.

The Greater New York supplements to *The School Journal* will be issued hereafter each month. There will be one eight-page supplement, and one or four pages. Besides the special supplements, each regular issue of *The School Journal* will contain Greater New York school news. Officers of the different school organizations, and those desiring the publication of items relating to their particular schools, are invited to send us all facts of interest.

#### THE SCHOOL JOURNAL

will have next week an article on the rocks of New York State. Though this is especially adapted to the needs of New York City teachers under the new course of study it will be found interesting and helpful by teachers throughout the country.



## New York City and Brooklyn.

The question of providing accommodations for the thousands of children who are unable to find room in the schools is still puzzling Supt. Jasper and the board. After consulting the various principals, Supt. Jasper decided to examine the roll books of the schools, and wherever the children lived on the borders of two school districts, insist upon their attending the less crowded school. In this way, from 1,500 to 2,000 children will probably be cared for.

Several new kindergartens are soon to be opened in New York city. The list of these is as follows:

Three kindergartens in public school 30; principal, Mrs. Agnes O'Brien; two additional kindergartens in public school 75 (annex at Building of Educational Alliance, 197 East Broadway), three having been opened Sept. 13, making five kindergartens, principal, Miss Josephine E. Rogers; two in public school 155 and annex (Mt. Hope); principal, Mr. W. T. Lyons; one in public school 141, principal, Miss Mary E. O'Keefe; one in public school 33, the second in this school, principal, Miss Eliza Hoffman.

Thirty children will be enrolled in each kindergarten. There are no more names on the eligible list, and an examination for a new list will probably soon be appointed. Those only are eligible to try the kindergarten examination who comply with the state law for regular teachers, and who hold also a diploma from a recognized kindergarten training class. They must be able to play on the piano and sing. Eight different kindergarten training classes are represented by the kindergartners in the public schools at the present time.

At the opening of the fall term, Miss M. W. Swartz was honored in celebration of her fourteenth anniversary as principal of the girls' department of grammar school No. 40, by having her desk covered with flowers. These were placed there by the girls of the first grade, and congratulations were read by one of their number, making special mention of the fact that Miss Swartz had been a member of the school since she was six years of age, and that she had reached her proper level, "the top." Each girl handed the principal an original design, on which was written her congratulations.

The most important action taken by the board of education at its meeting of this week was in regard to increasing the salaries of teachers, especially of the primary grades. The matter was referred to a committee, to be considered and reported upon at the next meeting of the board.

Several hundred of the alumnae of grammar school No. 25 gathered for the celebration in honor of Miss Hannah A. Sill, who has completed twenty-five years as principal of the school. The program included an address of welcome by Dr. H. Krollpeiffer, and speeches by the Rev. A. H. McKinney and the Rev. H. W. McEwen. An original poem was read by Miss Cox, a teacher, who has been at the Fifth street school for twenty-four years. Miss Sill was presented, by the Alumnae Association, with a tea service.

The third examination for special instructors in manual training was held Oct. 1 and 2, the successful candidates to be appointed for three years, with a minimum salary of \$1,000, to be increased to \$1,200 at the end of the second year.

Miss Katharine Blake is the principal of the new evening high school for girls at grammar school No. 50. It is thought that twenty teachers will be needed in a short time, but so far only half this number have been appointed. Any girl over sixteen years of age is eligible as a pupil on passing the required examination in reading, spelling, geography, grammar, and arithmetic. The subjects taught include Latin, French, Spanish, German, arithmetic, algebra, geometry, and trigonometry, physics, applied mechanics, bookkeeping, English literature, and oratory, phonography, chemistry, anatomy, and physiology, architectural, mechanical, and freehand drawing, higher English grammar, rhetoric and composition, political science, and American history.

The public evening schools will be opened for a term of ten weeks, Tuesday, Wednesday, and Thursday of each week, beginning Oct. 12, at the following buildings: School-house No. 1, Adams street, corner Concord; school-house No. 13, Degraw street, near Hicks; school-house No. 15, Third avenue, corner State street; school-house No. 17, Driggs avenue, corner North Fifth street; school-house No. 18, Maujer street, near Ewen; school-house No. 22, Java street, near Manhattan avenue; school-house No. 24, Wall street, corner Beaver; school-house No. 33, Heyward street, near Broadway; school-house No. 40, Sixteenth street, near Fourth avenue; school-house No. 45, Lafayette avenue, near Classon; school-house No. 84, Glenmore avenue, corner Stone.

The Monday, Wednesday, and Friday classes will be held in school-house No. 85, Evergreen avenue, corner Covert street;

school-house No. 94, Prospect avenue, near Adams place, and in school-house No. 100, West Third street, between Park place and Sheepshead Bay avenue.



Supt. John Jasper, New York City.

There are vacancies in the public schools to the number of sixty-six, for which applicants from the eligible list of the teaching force are being awaited. The positions are in the new schools, twenty-two with salaries ranging from \$510 to \$903; in the male departments, four positions at \$633; in the female, fifteen at \$573; in the mixed schools, two at \$564, two at \$603, two at \$750, one at \$696, one at \$835, and one at \$903; in the primary departments and schools, four at \$564; one at \$630, two at \$510, two at \$540, one at \$672, four at \$594, and two at \$504.

The new building for St. Joseph's Parochial school, on Waverly place, near Sixth avenue, was dedicated Sept. 20 by Archbishop Corrigan. The archbishop, with full canonicals, crozier, and miter, attended a low mass in the church, and then, preceded by the school children, who filled the body of the church, he marched in solemn procession to the school building around the corner. At the entrance, the archbishop stopped and blessed the building. A large American flag was unfurled, and the children sang the national anthem.

Three departments of the New York university began work Sept. 29, the academic and engineering departments at University heights, and the school of pedagogy at Washington square. The medical school opened Sept. 30 at East 26th street, and the law school, Oct. 4, at Washington square.

The Metropolitan Association of the Amateur Athletic Union is interested in a movement to obtain a playground or gymnasium for school children, and others not members of athletic clubs. A committee, appointed by Pres. Sullivan, to further the project, is now at work perfecting plans.

The committee on studies of the Brooklyn board of education is about to consider a plan involving great changes in the administration of the four high schools. The proposition is that the high schools shall be sole judges of the qualifications of candidates for admission, and that there be an age limit. The power of deciding on the qualifications of pupils now rests with Supt. Maxwell.

Sewing is to be taught to all girls in the classes between the second primary and the fifth grammar grades of the Brooklyn public schools. The instruction is given by the teachers who work under the supervision of the heads of departments and the director of sewing. Miss Hutchinson, the director, is putting the teachers through a course prepared with a view to fitting them to teach the children. They are shown the correct method of sewing; the needle is threaded, held, and drawn through the fabric in a certain way. Tying the knot with the fingers of one hand is practiced, and then follows actual work in all the forms of plain sewing.

The attendance at the Brooklyn Polytechnic, on the opening day, was fully up to expectations, and the various classes were well filled. Nearly 150 new applicants presented themselves. There has been but one change in the faculty—Dr. Peter T. Austen, who for several years has occupied the chair of chemistry, has resigned, his place being taken by Irving W. Fay.

The total register of Adelphi college and academy last year reached almost 1,000, and it is probable that the record will be







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The teaching of CURRENT EVENTS is required in many schools, and every earnest teacher desires to interest pupils in Current History. The ordinary newspaper is very unsatisfactory for this purpose, crowded as it usually is with matter of little permanent value. Hence the need of a bright little monthly condensing the important news for teachers and schools. OUR TIMES contains the leading political, commercial, and industrial events of the month, specially edited for the school-room. It is clean, concise, avoiding all that is trivial and sensational. It adds interest to school work by giving the latest geographical news, the discoveries in science, astronomy, geology, electricity, mechanics, leading the pupil to observe, read, and think for himself. It is fully illustrated with portraits of leading men of the day, maps, etc.

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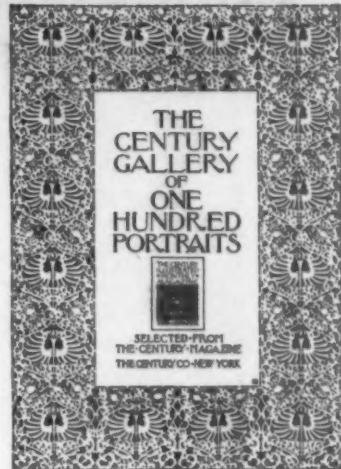
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Browning, Robert	Louisa, Queen of Prussia,
Bryant, William Cullen	Lowell, James Russell
Bryce, James	Marshall, John
Burns, Robert	McKinley, William
Bulow, Hans von	Millet, Jean Francois
Burroughs, John	Mitchell, S. Weir
Cable, George W.	Modjeska,
Caryle, Thomas	Moliere,
Clay, Henry	Molke, von
Cleveland, Grover	Mozart,
Columbus	Newman, Cardinal
Cooper, Peter	Nightingale, Florence
Coquelin	Paderewski,
Corot	Parkman, Francis
Curtis, George William	Pasteur,
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Daudet, Alphonse	Ruskin, John
Duse, Eleonora	Salvini, Tommaso
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Emerson, Ralph Waldo	Shelley,
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Howells, William D.	Tourgueneff, Ivan
Inness, George	Twain, Mark
Irvine, Washington	Verdi,
James, Henry	Victoria, Queen
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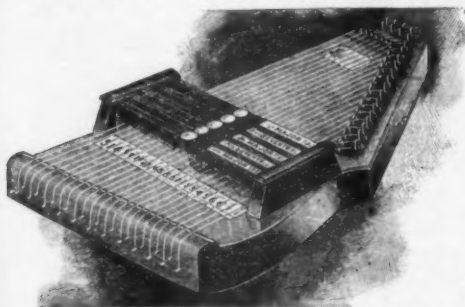


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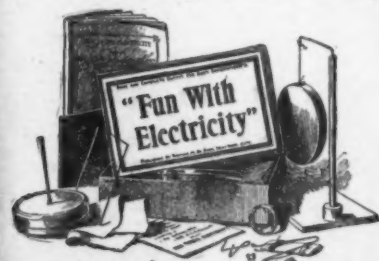
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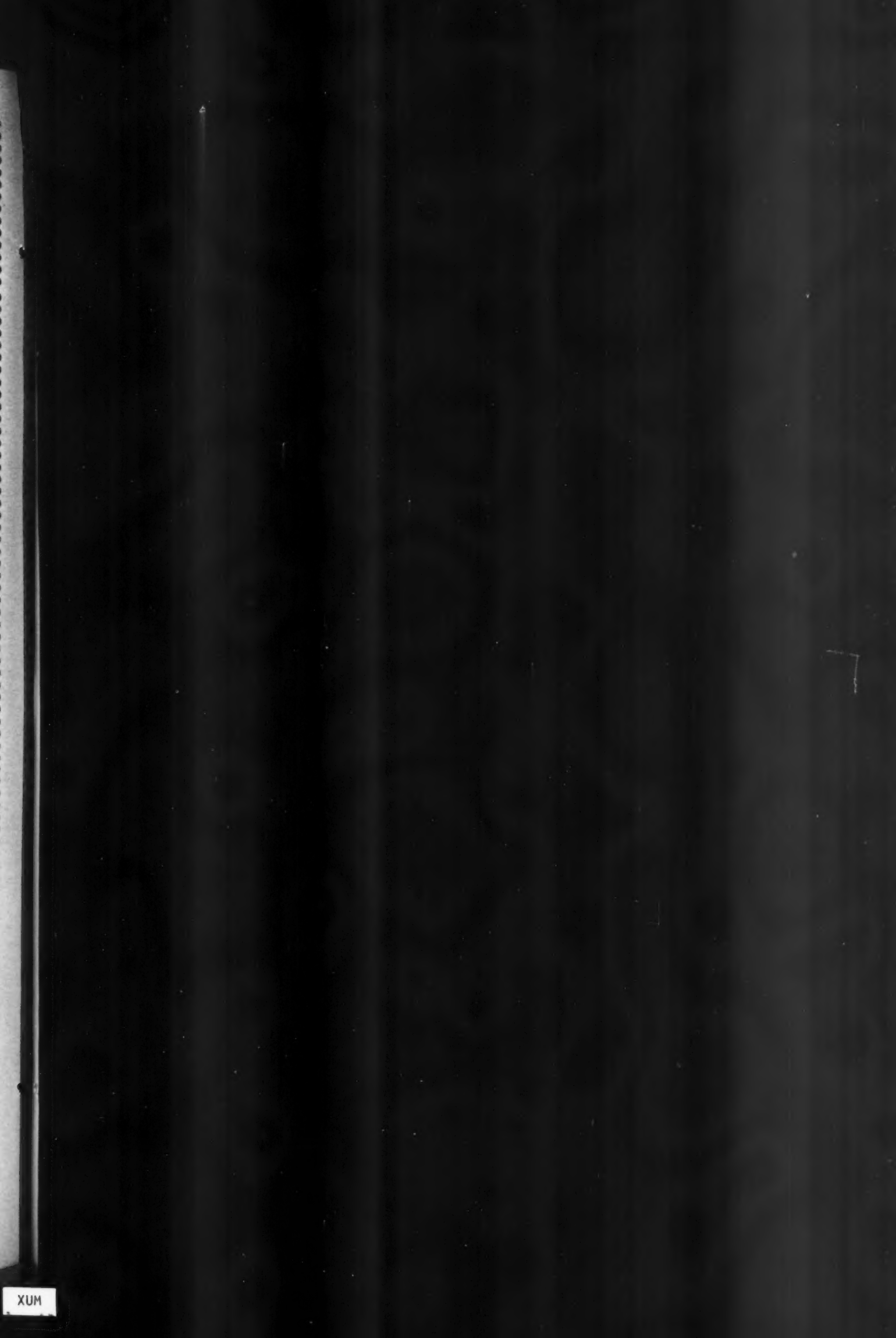
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exceeded this fall. Recitations began Sept. 20, but examinations had been held for several days before.

#### Instructors in Brooklyn High School.

Three vacancies in the Brooklyn high school have been filled as follows: Prof. John B. Dunbar, head instructor in English; J. St. Clair Roberts, assistant in English; Morgan J. Goldsmith, instructor in commercial branches. Prof. Dunbar took the four years' course in Amherst college in two years, receiving a diploma, "honoris causa," the first ever given by the college. Mr. Roberts is a Princeton graduate, and Mr. Goldsmith is a graduate of Palo Alto institute, Pennsylvania, also of the Pottsville (Penn.) Business college.

#### Opening of Cooper Union.

The women's classes in art and stenography, Cooper Union, began Monday. The scientific classes for men began Tuesday evening, and the art classes for men, Wednesday evening. As usual, all classes are full, and hundreds of applicants are on the waiting lists. Three rooms on the second floor of the institute have been fitted for class-room use, two being devoted to art, the third to higher mathematics. The annual income of \$10,000 from the bequest of \$200,000, made by the late Miss Cooper, is to be used for the gradual enlargement of the scientific classes.

#### New York Schoolmasters' Club.

The next regular meeting will be held at the "St. Denis," corner Broadway and 11th street, Saturday evening, Oct. 9,



Professor Samuel Weir, New York University, who will address the Schoolmasters' Club on Saturday evening, Oct. 9.

1897. The dinner hour is 6 P. M. There will be an address by Prof. Samuel Weir, Ph.D., New York, on "The Place of the Ideal in Education."

Charles A. Dorsey, Secretary.  
Thomas S. O'Brien, President.

#### Columbia University Library.

The new Columbia university library has a shelving and storage capacity of near 2,000,000 volumes. The building will not be entirely finished for nearly two months more, although it is ready for library use. High above the broad steps is this inscription, in letters large enough to be read from the street:

Kings College Founded in the Province of  
New York  
By Royal Charter in the Reign of George II.  
Perpetuated as Columbia College by the  
People of New York  
When they Became Free and Independent.  
Maintained and Cherished from Generation  
to Generation  
For the Advancement of the Public Good  
And the Glory of Almighty God.

In the vestibule are two large marble columns of green, and beyond these steel gates will open into the reading-room. This is surrounded by a broad corridor, flanked by four massive columns, richly polished. The dome is rounded, the interior being colored a soft blue. The floor space beneath the dome is to be the main reading-room, with accommodations for 240 persons. The book shelves will run up to a height of from 12 to 15 feet and contain about 10,000 volumes, to be used as a reference library.

Beyond the main room separate rooms will be devoted to special subjects. Upstairs are similar rooms, three or four

having space for 100,000 volumes each. The shelves are of the very latest pattern, being of sheet steel, riveted on cast-iron frames, with adjustable shelves. There are separate and convenient rooms for the librarians; where the cataloguing, classifying, and other details attendant upon a great library can be conducted.

The work of removing the 230,000 volumes from the old building has been going on all summer, but is not yet quite complete. In another month, however, everything will undoubtedly be in working condition.

#### New School Buildings.

The following new school buildings and additions are, according to contract, to be completed on or before March 15, 1898: Public school No. 151, Ninety-first street and First avenue, 33 class-rooms, Oct. 15, 1897; public school No. 1, Henry, Oliver, and Catharine streets, 48 class-rooms, gymnasium, manual training, roof playground, Feb. 16, 1898; public school No. 156, Trinity avenue and 136th street, 21 class-rooms, Nov. 1, 1897; public school No. 63, Fulton avenue and 173d street, 33 class-rooms, gymnasium, manual training, Feb. 11, 1898; public school, addition, Broome and Sheriff streets, 12 class-rooms, gymnasium, manual training, Nov. 15, 1897; public school No. 13, addition, Essex and East Houston streets, 21 class-rooms, Dec. 31, 1897; public school No. 94, addition, Sixty-eighth street, near Amsterdam avenue, 12 class-rooms, gymnasium, manual training, Dec. 31, 1897; public school No. 93, addition, Ninety-third street, near Amsterdam avenue, 12 class-rooms, gymnasium, manual training, Dec. 31, 1897; public school No. 2, addition, Henry street, 3 class-rooms, gymnasium, manual training, Jan. 20, 1898; public school No. 90, addition Throgg's Neck, 4 class-rooms, inside playground, Oct. 1 to Nov. 1, 1897; public school No. 133, Fox and Simpson streets, 8 class-rooms, Dec. 2, 1897; public school No. 97, addition, Westchester, 8 class-rooms, Dec. 27, 1897.

#### The Founder of New York.

In a letter sent by the mayor of New York some time ago in answer to a request, from Vienna, Austria, for the name of the founder of the city, the following statement is made:

"All authorities agree that Peter Minuit, concerning whose nationality there is a difference of opinion, arrived in New Netherlands on the Sea Gull, Skipper Tienpont commanding, on May 4, 1623. He was a director of the newly formed and powerful Dutch India Company. There is also no divergence of opinion that it was the redoubtable Peter who purchased Manhattan island from the Indians and founded in the same year, 1623, New Amsterdam. New Amsterdam afterward became New York. If the city ever erects a monument in memory of its founder, Peter Minuit will come in for that honor.

At the office of Charles Putzel, counsel for the board of education, a meeting of some of the students of public school No. 35 was held. It was there resolved to give a dinner to Pres. Thomas Hunter, of the Normal college, this to be at the Waldorf hotel, Oct. 16. A permanent society, to be known as the Thomas Hunter Alumni Association, of the Old Thirteenth street school, is to be formed, to which only graduates of the school between the years from 1855 to 1870 will be eligible to membership. Pres. Hunter was principal of the school during these years.

Packer Collegiate institute opened Sept. 20, with nearly 700 pupils. Few changes among teachers are noted, the new members of the faculty being Miss May Blossom, a graduate of the New York college for the training of teachers, who will teach chemistry; Miss Annie Jones, for the last three years an instructor in the Salzburg, Pa., high school, who will teach English composition; Miss Edith Squires, of the class of '94, who will teach preparatory classes.

The program of exercises for the dedication of the Brooklyn Museum of Arts, last Saturday, was as follows: The singing of a hymn to the tune, "America;" prayer of dedication, Dr. Lyman Abbott; the work of the museum explained by A. Augustus Healy, president of the board of trustees; an address on behalf of the city of Brooklyn, by Mayor Wurster; "The Function of Education in a Democratic Society," Pres. Eliot, of Harvard university.

Dr. James P. Haney, who has been lecturer on physiological pedagogics for the past two years in the New York university school of pedagogy, has resigned his position. Dr. Haney has been a popular lecturer of acknowledged ability in making clear the relation which medicine bears to pedagogy. Both the faculty and students of the institution regret that he cannot continue his work. But the duties of his position as supervisor of manual training in the New York city schools have increased so much in the last year that he could not possibly continue his university work.

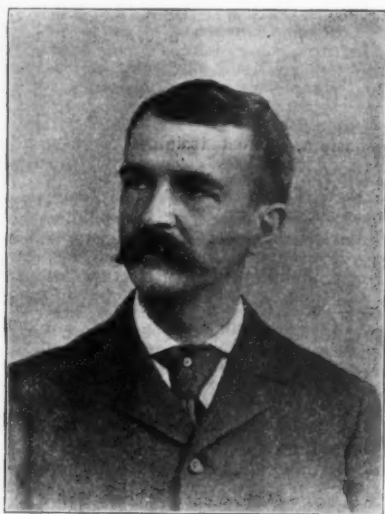
Rockaway Beach, L. I.—The board of education of Union Free school, district No. 23, has accepted plans for the new school building at Rockaway Park. The building is to be completed Feb. 1, 1898.

Flushing, L. I.—The high school opened Sept. 20, the new principal, Prof. John Holley Clark; Prof. Wood, the teacher of sciences, and others being introduced by Supt. Chickering.



## Long Island Notes.

Newtown, L. I.—The total number of pupils in attendance at the various schools is 5,295, an increase of 522 over the number enrolled in September, 1896. A new school building has been erected this last year at Laurel Hill; a brick building, to cost \$60,000, is just being completed at Maspeth, and another will be finished during the coming year in Newtown village. A new building is being planned for Evergreen, and large additions have been made to the East Williamsburg, the Metropolitan, and the Whitepot buildings.



Supt. Vernon L. Daney, East Orange, N. J.

Rockaway Beach, L. I.—Plans have just been accepted for a new central school building, to be built at Holland station, Rockaway Beach, to cost \$55,000. Morrell Smith, a graduate of Pratt institute, class of '92, is the architect. The foundations of the building will be of limestone, and the walls will be faced with light buff bricks. The trimmings will be of terra cotta, the roof of red tiles. The building will have a frontage of 156 feet, and will vary in depth from 75 to 100 feet, covering 15,000 square feet of ground. It will be two stories high, and have a large basement containing two gymnasiums.

There will be a rotunda 25 feet in diameter, with branching from it three main corridors, leading to different parts of the building. There will be eight class-rooms, a library, property room, and principals' room on the first floor. On the second floor there will be six class-rooms, two teachers' rooms, and the large assembly hall, whose seating capacity will be 700.

The interior will be finished in ash. The staircases will have iron string-pieces, filled with hollow, fireproof brick, and slate treads and landings. A cupola will rise from the center of the roof to a distance of 110 feet. This will contain a clock with dials nine feet in diameter, lighted at night by electricity.

Roslyn, L. I.—The trouble between Commissioner W. M. Peck and the board of education, which assumed such grave proportions that it was referred to State Supt. Skinner, has been settled. Commissioner Peck was unwilling to endorse the plans for a new school building adopted by the board, but advised the adoption of others. Supt. Skinner suggested a basis of agreement, and the plans have been approved. Bids will be asked at once for the purchase of \$15,000 in school bonds, and proposals will be received for the building of the school.

Great Neck, L. I.—The increase of children in the primary rooms was beyond the capacity of one teacher, and Miss A. De F. Taylor has been engaged to take charge of the excess.

Evergreen, L. I.—More than 200 children are unable to attend the school for lack of room. Some of those who have been can remain only half a day. In one class there are more than a hundred pupils.

Orient, L. I.—To the surprise of the citizens of Orient, State Supt. Skinner has refused to make district No. 2 a free union school district, including the entire village. It seems that the tax-payers did not proceed, according to law, to make the change, so that now all the necessary steps, including the election of a board of education must be retaken.

## Educational Affairs in New Jersey.

### The East Orange High School.

East Orange, N. J.—The high school begins the year with an unusually strong faculty. The entering class number 175. Among the new places in the faculty is that of teacher of boys' gymnastics and athletics, filled by Thomas G. Adams, A. B. The school has a fine gymnasium, well supplied with apparatus. This school, in both equipment and thoroughness of instruction, is fast taking rank among the very best.

### Educational Matters in Bloomfield.

Bloomfield, N. J.—Mr. Wm. E. Chancellor, formerly of the Erasmus Hall high school, Brooklyn, becomes superintendent of the schools of Bloomfield, in place of John B. Dunbar, resigned. Mr. Chancellor is assured of the hearty support of the board of education and citizens. A recent meeting voted to bond the district for the erection of a new school building. The borough of Glen Ridge has asked for a hearing on the matter before the attorney-general, and it is not likely that the bond issue will be authorized until the matters at issue between the two districts are settled by a decision of the court of appeals.

### Miss Hebard Made Supervising Principal at Millburn.

Millburn, N. J.—Another example of the tendency to give responsible educational positions to women is seen in the recent unanimous election of Miss A. May Hebard as supervising principal of the schools of Millburn township, Essex county, N. J.

### Jersey County School Superintendents Appointed.

Trenton, N. J., Oct. 5.—The state board of education to-day appointed Edward A. Murphy as superintendent of schools in Hudson county, to succeed the Rev. George C. Houghton, whose term has expired, and who has accepted a call as assistant rector of the church of the Transfiguration, New York city. John Enright was re-appointed superintendent for Monmouth county, and Jahn Terhune in Bergen, and Elmer C. Sherman in Essex. In Passaic H. A. Wilcox was re-appointed, to succeed James C. Donnell, and in Salem T. G. Dunn, to succeed Robert Gwynne.

It is understood that the changes were made in order to give places to Republicans. The state board of education has been made up of an equal number of Republican and Democratic members. Formerly it was Democratic, and all of the county superintendents were of the same faith.

Perth Amboy, N. J.—The board of education advertised for bids and proposals for the erection of a school building, in accordance with plans made by C. Powell Karr, architect. The bids were received Sept. 30, and one of the conditions was, that only Perth Amboy labor should be employed.

Montclair, N. J.—The public schools opened with an unusually large attendance. The buildings have all undergone a complete renovation, considerable work having been done at the Mount Hebron school, where the hall on the second floor has been divided into four large class-rooms. One grade has been added to the Chestnut street school, with a room fitted up for its use, while another room has been arranged for a manual training department. The new building on Maple avenue is finished, and is occupied by children of the fourth ward.

Jersey City, N. J.—The examining committee of the New Jersey board of education met here Sept. 25 to examine applicants for the superintendencies of Hudson, Essex, Passaic, Bergen, and Monmouth counties.

Newark, N. J.—A course of lectures, to be given Wednesday evenings during November, December, January, and February, in the high school, and in the Oliver street, South Tenth street, and Summer avenue schools, has been arranged by the board of education:

## The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING OCTOBER 9, 1897.

That Thomas Arnold insisted that "above all the teacher should be a gentleman" is connected with his name by even casual readers. Why was this? A youth sent out into the world with a small equipment of knowledge, but well equipped as to manners is quite likely to succeed. This fact is so well settled that we need not stop to discuss it. But here are other facts. He is now able to consort with people who rank above him in riches and position, and this we know is of immense importance. Again, he is so pained by the company of those of bad manners that he keeps out of it. A teacher who does not enable his pupils to possess good manners is neglecting the second of the great things to be done; good thoughts; good manners.

There is considerable discussion in cities as to ways of assisting the poor. In looking over the utterances made from time to time it is remarkable that so few point out the fact that the sole means is education. By this is not meant that the poor need to be drilled on the multiplication table; they need what the pupils of a school need and what they get in a good school. A person who gets small wages needs more than the well paid to know his surroundings. A clergyman's widow on the east side of the city, said, "I don't complain of the building for the rent I pay, it is good enough; but cheap rents bring one in contact with people of such dreadful manners." She felt as never before the misery of being with the uneducated.

The acts of the students of Taylor university, Waco, Texas, in maltreating the editor of a paper who had reflected on their school cannot be approved of. They should reflect that truth is mighty and will prevail. If the statements made are untrue, the public sympathy will be with the university and it will not suffer. No mobs should find favor or support in an institute of learning.

The readers of *The Journal* will be glad to know that Mr. Amos M. Kellogg has returned from his European tour which has occupied about five months. The letters which have appeared in these columns from time to time have given some idea of the course of his journey, and we are sure that these have been read with interest. He has returned in good health and with his devotion to educational progress unabated, and our readers may look for his contributions in every issue. The article on "Two Pestalozzian Disciples" in the issue of September 11 from his pen does justice to the Mayos, who were pioneers of the reform in elementary teaching that set in sixty years ago.

## Extra Studies in the Public Schools.

Chicago, Ill.—Several attacks have recently been made upon the use of the so-called "extra" studies in the public schools, these extras including manual training, drawing, music, German, and physical culture. The argument has been made that if these were abolished sufficient money might be saved to the city for the erection of the needed school buildings. As a fact, the extra studies cost last year \$253,801, while the expense of the needed buildings will be \$2,545,000. At this rate, it would take ten years of this saving for the buildings needed to-day, and meanwhile it would require another \$1,500,000 annually to accommodate the yearly increase in school population. The views of several of the important educators of Chicago were presented in the "Inter Ocean" a few days since. Among these, several expressions of opinion are of general interest.

Supt. Albert G. Lane says: "Music, drawing, and physical culture are brought into harmony and proper relation to the other school studies, and are important elements in a child's education. An examination of the exhibit of drawings at the Art institute will show the close relation the drawing bears to geography, history, science, and literature, in addition to the art culture. The results of the instruction in music may be felt in every home, social circle, church, or other society. It is needless to speak of the value of the physical training which is given in the schools. The erect form, the well-balanced movement of the body, and self mastery which are acquired commend this department of the school work. German is an extra study, and is commenced by pupils only upon request of their parents. It does not exclude the regular grade work. The cost for the year was \$137,008, or 72 cents per pupil on the whole average membership."

Assistant Supt. Leslie Lewis says: "Drawing, as an art, has most business in our schools as a means of expression, and to make more vivid, and therefore more lasting, the impressions received by the pupils. I consider it very valuable. The special teachers are enthusiasts, and are naturally inclined to push the work in their department. They may sometimes demand too much of both teachers and pupils, forgetting that both have other important studies to look after. This tendency requires the supervision of a wise and conservative head, who can see all of the studies of the pupils in their proper relations, and will see that each has its proper share of time and attention."

Prin. Charles W. French, of the Hyde Park high school, says: "The so-called ornamental branches have become so firmly established as essential parts of every properly constituted course of study that it seems hardly necessary to enter into an argument in their behalf. A somewhat extended experience has convinced me that they have great broadening and liberalizing power in the education of the youth, and that without them an educational system would be utterly narrow and impoverished. The common schools should do something more than fit for practical and business life. They should cultivate lofty ideals and high moral aims, and should put the child in fullest possession of all his powers. In a word, they should fit him for life in its broadest meaning, and never-ending usefulness."

Assistant Supt. Alfred Kirk says: "Drawing, music, manual training, physical culture, and modern languages are as essential as the three 'R's.' If we have to dispense with something, let it be a little writing and arithmetic, or spelling, rather than music or drawing or manual training. In the matter of modern languages we are behind other cities in the country in the importance we attach them. Every child has a right to the training of kindergartens. In short, going through the list, I heartily approve of each and every so-called 'extra' department, and hope for their extension."

Prof. James, head of the university extension department of Chicago university, says: "It is natural at such times as this, and we shall undoubtedly hear more of it in the near future to raise the question, why the expenses cannot be cut down by diminishing the efficiency of the schools in the way of lopping off what some people are inclined to think extra and useless branches, such

as music, drawing, German, manual training, the kindergarten, the high school, etc. In my opinion, no greater mistake could be made along any line than this. Training in music is not a superfluity. It is a fundamental essential to the civilized human being who is to take his place in our modern world as a member of the civilized society. The training in drawing, the exercises in manual training, are of equal importance, and so far from having these things cut down, they ought to be largely increased in efficiency and largely extended in scope. Every single child in the public schools of Chicago should have an opportunity in its school life to have that side of its nature developed which can only come out in answer to the training in music, in drawing, in manual training, and we are sinning to-day against the welfare of every child in the school to which such opportunity does not come."

Dean Julia Bulkley, of the department of pedagogy, University of Chicago, says: "The self-educative value of expression is getting to be more fully recognized, and drawing, music, and manual training are forms of expression which enlarge the happiness of the individual and his usefulness to society. The kindergarten rescues the poor child from the suggestions of evil in home or street to happy, healthful atmosphere. It saves many at this period when strongest impressions are made from the class of future criminals. What more paying investment can be made of the small sum devoted in the schools to this purpose?"

Supt. Nightingale says: "Sloyd, manual training, industrial education, drawing, vocal music, sewing, cooking, are integral parts of the schools of Germany, France, Switzerland, Norway, and Sweden, and the products and results of this education are the best proofs of its claim to recognition. Vocal music, not simply as a means of recreation and change, but as a moral agent, as a mental factor, a physiological force, is as important a part of school life as reading, writing, or arithmetic. Drawing correctly, systematically, continuously taught will equip boys and girls for usefulness and self-help far beyond that the knowledge of geography will give them. This study opens the eye to see and the ear to hear; it adds to one's dexterity; it develops the power of discrimination; it enforces exactness; it corrects and perfects the judgment; it strengthens the reason, and is useful in ten thousand ways."

#### Lectures to Teachers.

Cleveland, Ohio.—The lectures to be given under the auspices of the Western Reserve university for 1897-8 by Robert MacDougall, Ph.D., associate professor of pedagogy in Western Reserve university and Leigh K. Baker, M.D., supervisor of physical training in the Cleveland public schools, will be on the general subjects of pedagogy and school sanitation. Under the first of these will be considered the special topics of child study and the Meaning of Education; Mental Heredity and Social Suggestion in the Child; Interest; Attention and Its Education; Association-Building in the Child; General Concepts; The Education of Infancy; Habit and Its Significance in Education; Memory; Language and Thought; Imagination and the Child Poet; Fairy Tales and the Teaching of Nature-Myths in the School; Fatigue; Education of the Central Nervous System and the Value of Manual Training; The Education of Bumps; The Child-Conscience; Choice and the Formation of Character; An Educated Greek; The Cloister Schools of the Middle Ages; The School Beggar and Mediæval Culture; The Rise of Universities; Pestalozzi and the Education of the Common People; A German Schoolmaster; The Common Schools of Norway and What They Can Teach Us; The Literature of Pedagogics.

Under the head of School Sanitation, the following subjects will be treated: School Diseases; Personal Hygiene of Pupils; Hygiene of Instruction; Physical Education or Training; School Grounds; Buildings; Rooms; Ventilation; Heating; Sewerage; Cleaning.

Boston, Mass.—The school committee of this city consists twenty-four members, three of whom are women, Mrs. Fanny B. Ames, Dr. Elizabeth C. Keller, and Mrs. Emily A. Fifield. Of the six supervisors but one is a woman, Miss Sarah L. Arnold, whose salary, \$3,850, is one of the largest paid to any woman in any occupation in the country.

#### A New Indian School.

Duluth, Minn.—Contracts for the Government Indian school to be built at Tower will be let next month. The reservations that will be tributary to the school have a total population of only about 800 Indians, with possibly 100 of school age. The government will erect six large buildings, with a capacity for 350 pupils, at a cost of \$60,000, on the most improved plan, with new style ventilation, heating, and plumbing. They will be lighted with electricity, and will be furnished with a complete water and sewerage system.

The Indians of the reservation are very indignant, as the entire expense of the school will come out of their funds, derived from the sale of their lands. They consider that they should have been allowed a voice as to the erection of the plant, and they are loud in their denunciation of the government. No pupils besides the children of the Bois Fortes Chippewas will be likely to attend the school, as there are schools nearer all other reservations of the La Pointe agency and Tower can be reached only by a long journey from any other part of the district.

#### A Practical Gift.

Santa Barbara, Cal.—The manual training school of Santa Barbara is the gift of Miss A. S. C. Blake, one of our citizens. Seven years ago she selected from the teachers in the public schools Miss Ednah Rich, and placed her under the instruction of Prof. Larsson in Boston, sending her later to Sweden, to work under the supervision of Herr Otto Salomon, and afterward to Leipzig, Germany.

The work began in 1891, with a cooking school in charge of graduates of the Boston normal school of cookery. The results of this school are most satisfactory. Fathers and mothers thoroughly appreciate the practical value of the knowledge gained. Needlework was not introduced until 1895, when Miss M. G. Campbell, of Toledo training school, was placed in charge. Foundation stitches, basting, hemming, etc., are taught on doll clothes, aprons, sheets, and pillow cases during the first year. In the second year the garments made embrace every necessary article for a wardrobe. Marvelous perfection has been attained in the mending of cross-way tears, and repairs of every kind. All of the models constructed in the sloyd room are the property of the maker. The model room contains specimens from the San Francisco high school; clay models from Boston; woodwork from London board school, and from the Swedish sloyd.

The building itself is elegant in exterior, substantial in construction, and complete in every detail. In a short time Miss Blake will deed the property to the city, which has recently accepted the maintenance of the school.

#### Pupil Government in Hyde Park.

Hyde Park, Ill.—Prin. Charles W. French, of the Hyde Park high school, considers that student government has been proved a success in his school. The system was started last March, and there are a senate, a central council, and a tribunal in control. When guilty of violating rules, a pupil is responsible to a tribunal composed of other pupils. The spirit of self-government pervades all classes, and great is the contempt shown for one who disobeys. Every room has a representative on the tribunal, and every student is required to report the misdoings of a fellow-student to this tribunal, wherein extreme cases a penalty is decided upon, which is reported to the teacher.

The first rule made under the pupil administration applies to conduct in the corridors during recess. Students must be orderly, and must not talk loudly enough to disturb others. The second rule forbids the mutilation of the walls and furniture, and applies to all forms of vandalism.

Several of the principals of neighboring schools are observing closely the system in use in Hyde Park, and it is probable that a similar plan will be tried elsewhere in the near future.

Ithaca, N. Y.—It is estimated that the entering class at Cornell will number some over 700. This makes the total registration more than 2,000, although the exact number has not yet been ascertained.



## Items of Live Interest.

Watervliet, N. Y.—As an outgrowth of the deadlock in the non-partisan school board of this city, the schools have not yet been opened, although it is more than two weeks after the time for the commencement of the fall term. An appeal was made to State Supt. Skinner by the two Republican members of the board, asking that the two Democratic members be removed, and that they be authorized to employ a corps of teachers, janitors, and other employees. The decision of the state superintendent is a carefully worded and interesting document. In it he refuses to remove any members of the board, but he orders that teachers be engaged, and the schools opened Oct. 4, adding that if this is not done, he will exercise his authority by opening them himself.

San Francisco, Cal.—The board of education has taken steps to improve the course of study in use in the public schools. It is generally conceded that the number of books required at the beginning of the school term under the old course was excessive and the course was too severe for the children. Studies considered superfluous will be dropped from the list and the entire course will be simplified.

Milwaukee, Wis.—The report of the health commissioner testifies to the unsanitary condition of a large number of the school buildings of Milwaukee. A thorough investigation is to be made with a view to removing all causes that so obviously endanger the health of the pupils.

Dubuque, Iowa.—One-fourth of the population of Iowa is in school. The increase of attendance since 1890 has been 4,740,319 and the total number of children in the public schools is now 14,415,197, in private schools and colleges, 1,531,286; in other schools 418,000.

New Haven, Conn.—The special courses of study for teachers, which were given last year in connection with the graduate department of Yale university with marked success, includes for this year the following: Science of society, Prof. Sumner; economics, Prof. Hadley; Chaucer, treated both from a linguistic and an artistic standpoint, Prof. Cook; American history, Prof. Bourne; Greek art and Greek history, Prof. Goodell and Prof. Perrin.

Washington, D. C.—A meeting of the executive committee of the National Educational Association was held here Sept. 25. The choice of a place for the next convention is in the hands of this committee, and it is expected that it will come to Washington.

Philadelphia, Pa.—The women teachers in the public schools are still indignant that the upper grades in all except girls' schools are given exclusively to male teachers. A "secret" meeting of teachers was held Sept. 24, where it was decided that the teacher should talk over the situation with their respective representatives in the board of education. Steps would then be taken for complete organization, and the appointing of appropriate committees.

Princeton, N. J.—Last Sunday morning a freshman carried off the clapper of the bell on old North hall. Soon after the bell rang he went up the lightning rod over the cornice to the bell tower, unfastened the clapper, and threw it down to the ground. The clapper will be melted, and the pieces distributed to the class.

Columbia, S. C.—A daughter of Ex-Congressman T. E. Miller, colored, has been refused admission to Eastman college, at Poughkeepsie, N. Y., after she had been invited by the president to attend the school. Miss Miller is very light in color, and would not be suspected of having negro blood, but on going to Poughkeepsie she told the president of the college frankly that she was not white. She says that she was immediately informed that she could not continue at the college. The girl's father is very indignant, and contemplates bringing suit against the college.

## Which?

Like so many geographical names, there is still more or less disagreement concerning the pronunciation of the word Iowa. Webster gives the accent on the first syllable; people in the Eastern states usually speak of it as Iówa, and there is considerable ground for the opinion that the Indians pronounced it Iowá. Apropos of this discussion, the "Iowa Historical Record" contains a little poem signed by a "Student of Philology" that is amusing, even if it fails to make us any the wiser with regard to the correct pronunciation of the word:

From red-skin tongues, and traders' lingo,  
Apache, Sac, Algonquin, Mingo.  
Sioux, Maha, Loup, and bright Musquakée,  
The way is long, the muse is balky;

Then tell us, ere the Indian die, oh! ah!  
If this fair land be really Iowa.

Oh, "dusty noses," "dirty faces,"  
Ye misty, swinish, outlawed races,  
Give us your ancient recollection,  
Of vowels three, the true inflection;  
Elude us not, like crafty Boa,  
Say, Indian ghost! is this Iówa?

To council call the scattered band,  
"Dead fist" proclaim throughout the land.  
And when the hungry horde is sated,  
Then from the sachem wisest rated,  
This question ask: "Oh, warrior, say,  
Did Indian tongue name Iowá?"

## A Prominent Southern Educator.

There is a "New South" in education, as well as in industry. Southern youth no longer need to go beyond the borders of their own states to secure thorough collegiate or professional training. Among the men who are bringing that section to a high place in American education, Prof. F. V. N. Painter, D.D., is one of the foremost.

Dr. Painter was born in Hampshire county, Virginia, April 12, 1852. After a preparatory training in several schools, he entered Roanoke college, in 1870, from which he was graduated four years later, with the first honor of his class. He received also the gold medal awarded for proficiency in metaphysical studies. After teaching a year as principal of a graded school, he pursued a course in theology, receiving, in 1878, the degree of B. D. The previous year his alma mater conferred upon him the degree of A. M. He was then called



Dr. Painter.

to the service of the college; and after studying in New York in 1880, at the Sauveur college of languages, in 1881, and at Paris and Bonn, in 1882, he was elected professor of modern languages, the chair he has since filled. In 1884 he read before the Modern Language Association, in New York, a paper advocating a "Modern Classical Course in American Colleges," to be co-ordinated with the prevailing ancient classical course. Two years later he was invited to read a paper before the association on "Recent Educational Tendencies in their Relation to Language Teaching." In 1884 he founded the Virginia Teachers' Reading Association. For several years he lectured before the Peabody normal institutes of Virginia and West Virginia. In 1886 his "History of Education" appeared as the second volume of the International Education Series, and has since passed through many editions. His "Luther on Education," which the Hon. W. T. Harris pronounced an "educational classic," appeared in 1889. In 1892, in co-operation with Prof. J. W. Richard, D.D., he published a "History of Christian Worship." His "Introduction to English Literature" was issued in 1894, and has been widely adopted in preparatory schools and colleges. In 1895 Pennsylvania college conferred upon him the degree of D. D. His last work, "Introduction to American Literature," appeared the present year, 1897. The aggregate sale of his various works has been about 60,000 copies.

## Quaker Children.

(Material for Supplementary Lessons.)

Of course there must be some definite purpose in teaching any lesson. Could not this study of Quaker children have for its aim a little instruction in ethics? Special emphasis could be laid upon the gentleness of the Quakers, the respect shown by the children for older people, and the fact that they are "Friends" in their feelings toward all the world.

Until within a few years Quaker children were dressed in plain suits, brown or gray, the girls with queer poke bonnets of silk, shirred to give a little fullness, and white kerchiefs about the shoulders, fastened in front with a pin. Nowadays many of them have discarded this quaint costume, but in their feelings and their manners at home, they are true Quakers still.

Among themselves, the Quakers are known as "Friends," and they are really friendly to all the world. They carry this idea of peace and friendship so far that they oppose war or fighting in any form, and the only title by which they address any one is that of Friend. Even the very youngest children, instead of speaking of an older person as Mr. or Mrs. So-and-so, say Friend Mary or Friend John. Imagine going up to President McKinley and calling him Friend William! Yet the Quaker children show so much deference of manner that this mode of address does not seem rude. And after all, it is the spirit in which anything is done rather than the words spoken that counts most.

In their own home, the little Friends address their parents and each other by the pronouns thee and thou. Instead of saying, as we would, "Are you going to school to-day?" they say, "Is thee going to school to-day?" If a child is naughty his parent or teacher calls him you instead of thee. This grieves the child very much, as it means that he is not considered a Friend any more, and this is consequently the most severe punishment that can be inflicted.

Quaker children are taught to say "First Day" instead of Sunday, "Second Day" for Monday, and so on through the entire week. They call the months of the year in the same way, "First Month," "Second Month," clear up to December, which is "Twelfth Month." On "First Day" morning, all the children go to church, or "meeting," as they call it. The meeting-house is always a perfectly plain building, with neither spire nor bell. Inside it is furnished with perfectly plain, uncushioned benches. There is no carpet and no organ, for the Friends do not believe in music. There are never any flowers, for they consider such things as decorating with blossoms mere frivolity.

The girls sit with their mothers on one side of the room, the boys wearing their hats, with their fathers, on the other. At one end is a raised platform on which several of the Friends sit, but there is no minister, for any one who is moved to speak may stand up and address the rest. The meeting is quite informal, with neither sermon, Bible reading, nor prayer. After all who wish have spoken, or if no one is moved to speak after an hour of silence, some one on the platform makes a start and all go home.

The words "good-morning" and "good-night" are never used among the Friends, for they say that we know that morning and evening must be good, since they are sent by the Giver of all good. The children are taught to wish that their Friends may "sleep well," or if they are going away, "Farewell."

The children are shown, both by precept and example, that they must be very gentle and quiet. They are never allowed to scold or show violent fits of temper. They are never punished severely, but they are always told that if they are to be true Quaker children they must be good, for this is the ambition of every Friend. They are all anxious to be considered Friends in the best sense of the word, so they do their best to live up to their privileges. Since this means that they must grow up gentle, polite, and good, it is worth while for every child to be in spirit, if not in name, a Friend.

## Games and Songs.

### QUAKER, HOW IS THEE?

(This game may be made an excellent device for introducing physical exercises.)

The company sit in a circle, repeating the following dialogue:

"Quaker, Quaker, how is thee?"  
 "Very well, I thank thee."  
 "How's thy neighbor next to thee?"  
 "I don't know, but I'll go and see."

The first speaker makes a rapid motion with his right hand—after going around the circle—the same is done with the left hand, etc., till every member of the body is in motion.

Sometimes the words are:

"My father sent me to you, sir."  
 "What for, sir?"  
 "To do as I do, sir."

Or,

"Abraham has seven sons, seven sons has Abraham."  
 "They do as I do, they do as I do."

## Lesson on Farming.

### PREPARATION.

Will some one tell me what she had for breakfast? (Bring out the answer if possible, "Oatmeal and milk.") Where did the milk come from? (The cow.) Who milked the cow? (The farmer.) What did the cow have for her breakfast? (Hay.) Where did the hay come from? (The field.)

### PRESENTATION.

If we want to know whether the day will be bright and clear or whether it is going to rain we look at—what? (The sky.) Yes, and that is what the farmer must do every summer morning, for there is a great deal of work to be done on a sunshiny day. He must rise very early and while the grass is still wet with the drops of dew he goes out with his mowing machine or scythe and cuts long paths in the grass. Then he goes round and round the piece of grass left in the middle, making it smaller at every turn, until finally there is none left standing but all is lying on the ground in long rows. There it stays for some time in the sun to dry. By and by the farmer comes to the field again with a rake and gathers the dried grass into larger rows and then piles it up into the round haystacks in which the children love so well to roll about. Then the grass is left a little longer still, when the farmer comes back to the field once more and gathers the hay into the large rack and carries it to the barn. There it is packed away on mows, to be kept until winter, so that the cow may have hay for her breakfast, that she may give us the milk for our breakfast.

During the summer months there is not an idle moment spent on the farm. Everybody has to help with the work, from the little children way up to the grandfather, for besides the cutting of the hay and the harvesting of the oats and wheat, the early fruits of the garden must be gathered. In June, there are the strawberries to be picked; in July, the raspberries and currants, while in August the blackberries and early apples must be gathered for market.

All the later vegetables and fruits which are stored away for winter use in cellar and barn are harvested during September and October. All about the fields can be seen great heaps of turnips, beets, pumpkins, and squashes, and though the boys and girls all have to help in digging and gathering these, they manage to have plenty of good times in between. A fat, round pumpkin makes the nicest jack-o-lantern in the world and after a day's work in the field, it is all the more fun at night to scrape out the seeds and pulp from the inside of the pumpkin and cut out the great eyes, nose and mouth for the "Jack."

Almost the last harvesting of the fall is the corn. When the stalks are all brown and dry, so that the ears have turned yellow or red, they are cut down close to the ground and piled together in shocks. Then the ears are picked off, heaped in wagons, and carried to the barn. There the husking is done, most of it by the children. They find it pretty tiresome work to husk corn all day long, but they manage to do a little playing while they are at work, for they can count to see which one husks the fastest or has the largest heap of the yellow ears, and when they are through they can make the most delightful corn cob dolls by dressing up an ear of corn with husks.

During the winter the farmer takes his rest, for there is not much to do but feed the horses, cows, and hens, and cut the wood for the remainder of the year. With the spring, however, the hard work begins again, for spring is the sowing time. The ground must be plowed and harrowed, the seeds must be dropped into the fresh earth and just as soon as the little plants have pushed their way up an inch or two above the ground, great pains must be taken that no weeds spring up and choke them. The ploughing, planting, hoeing, and weeding, occupy most of the time until the summer comes, but still there are some other things to be done. The farmer has to cut the dead branches from the apple and pear trees and from the vines on which the grapes are to grow. Very early in the spring he gathers sap from some of the trees—do you know what trees, and what is made from the sap?

The farmer has to work very hard, like all the rest of the world, but his is a healthful and happy life out-of-doors, and it is thanks to the farmer that we have our bread, butter, oatmeal and almost everything else that we need to eat.

## Plants That Thrive Indoors.

Plants suitable for indoor window-gardens are: Geraniums, begonias, not including the rex sections, as these are not adapted to house culture; oleander, plumbago, cacti, ficus, palm, aspidistra, lantana, fuchsia "speciosa," anthurium, amaryllis, sword fern, Chinese primrose, primula obconica, calla, abutilon, anthericum, Swainsonia, heliotrope, chrysanthemum, and azalea. For vines, English ivy, hoyas, passiflora, cobeas, and jasmine. For hanging plants, othonna, saxifraga, money-musk, and tradescantia. For bracket plants, fuchsia "speciosa," sword fern, begonia "guttata," and geranium. Madame Salleron will be found excellent, also the single petunia of the flower-garden.—Eben E. Rexford in August "Ladies' Home Journal."

## Topics of the Times.

Since March 26 last the six great powers, Great Britain, France, Germany, Austria, Russia, and Italy have maintained a blockade of the island of Crete. The insurgent Christians having accepted the scheme of self-government proposed by the powers, the blockade has recently been raised.

Postmaster-General Gary recently expressed the hope that the postal savings bank system would be established in this country before the end of his administration. The system has been a great success abroad. In Great Britain more than \$500,000,000 of the people's savings are thus placed beyond danger; the system also works well in France, Russia, Italy, Belgium, and Canada.

The failure of the crops in Ireland, especially the potato crops, threatens large portions of the island with famine. In Ulster it is said that the conditions have not been so bad since the famine year of 1847.

A scheme is on foot to build a railway in the Euphrates valley with termini on the Mediterranean and the Persian gulf. English and French capitalists are ready to engage in the work, the only obstacle in the way being the securing of the consent of the sultan. The great caravan route from Bagdad now finds an outlet from Aleppo over the Baylan pass to Alexandretta on the Syrian coast, and this is the most feasible route for the railroad. It would shorten the journey to India by seven or eight days.

A telephone clock which starts at the moment connection is made, and at the termination of five minutes sounds an electric bell, has been made by a Berlin watchmaker. The clock is in full view of the person using the telephone, and he can see at any moment how much time he has at his disposal.

A young lawyer named Capote has been elected president of the Cuban provisional republic. He is about thirty-five years old, has been eminent at the Havana bar, and was once governor of Matanzas province.

The region between the first and second cataracts of the Nile, the hottest on the globe. It never rains there, and the natives do

not believe foreigners who tell them that water can descend from the sky.

In view of the computed 7,000 earthquakes within historic times 29 of which destroyed nearly one and a half million of lives, it is some relief to know that the shocks are proof that the earth is alive. When its seas and air shall have been absorbed, it will become a dead globe like the moon.

A reign of terror exists in Guatemala. The misgovernment of Barrios has caused a revolution; Champerico and San Felipe are both in the hands of the insurgents. Barrios has shot and imprisoned many men who sympathized with the revolutionists. He is in constant fear of assassination, and his palace is guarded day and night.

A plot was lately discovered in Warsaw to kill the czar and czarina of Russia. The conspirators undermined Novisviat street, one of the principal thoroughfares in the city, running between the governor's palace and the royal castle, for the purpose of putting in a charge of explosive. For fear of a cave-in, masons were employed, who revealed the plot to the police.

Some doubt has been expressed whether Great Britain would take part in the sealing conference in Washington in October. Others maintain that the British representative will be there. Russia and America are interested in seals, because they derive a revenue from them and because the people on the Bering sea and the Aleutian islands, which belong to these countries, make a living out of them. England and Japan have an interest in the seal fisheries, because they provide capital and ships necessary for carrying on the trade in sealskins. It is desirable that these four countries be represented at the conference.

Mr. Powderly, commissioner of immigration, has announced it as his purpose, so far as our laws will permit, to keep every unworthy person out. He says that if these people are oppressed at home they should dethrone their oppressors, and establish governments of the people. If anarchists are born and bred beneath the fostering wing of ill-governed lands, let them remain at home to wreak vengeance on their creators, instead of coming here to turn the thoughts of dissatisfied men from the real cause of their dissatisfaction.



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HOUSE BUILDING—A LESSON ON STAIRS

A LESSON IN PATTERN MAKING.

### Mechanical Wood Work in Manual Training Schools. (See article on page 361).

In the Philadelphia Schools mechanical drawing and wood work is taught by the Tadd method of manual training. This instruction is not given until the pupils have learned to work both hands with eyes and mind, as explained in previous articles describing Professor Tadd's plans. All pupils get carving in the first year, then take up pattern making, etc. In the mechanical as in the decorative work no machinery is employed, but each boy has a bench and tools and is taught to use them with his hands, guided by eye and brain. Each class numbers 20, class after class using the same outfit. First they make elementary joints, geometric forms such as cones, cylinders, etc., as shown in the background above, then more complicated forms, patterns, etc. Then instruction is given in the principles of carpentry and like work. The class joins in building a house, each part is cut and made by the boys and all technical terms explained. But no attempt is here made to teach a trade—only the fundamentals that should precede the learning of any trade.



## Nature Study.

### Little Collectors.

(Suggestions for nature study with children in the heart of a large city.)

By Florence E. Phillips, Boston.

**T**HE question is often asked of a practical, in-the-heart-of-the-city teacher, "Is it possible for your pupils to assist you in the collection of specimens for nature study?" The answer is invariably "Yes, I depend greatly upon their assistance to add to my collections." Sometimes the visitor expresses her surprise that pupils living in what she considers a district that has a poverty of nature are able to procure any objects suitable for observation lessons, but the teacher quietly opens box after box, and displays the treasures of the seekers—her little folks—until the visitor's surprise changes to amazement.

It is indeed a serious question, if in more than one instance the city teacher does not decrease the success of her nature lesson by becoming slave, rather than director, of a charming study by making her own laborious efforts provide material for her lesson, and afterward by monopolizing the chief part of the conversation thereof. A lesson managed in this way will, if the experiment be tried, be found to be quite uninteresting, as compared with the one in which the pupils become the chief actors, while the teacher is, so to speak, merely stage director.

Indeed, this apparently putting aside of herself by the teacher, while she is in reality guiding and directing everything by necessary suggestions or skilful questions, requires more private study on the teacher's part than it does to prepare a long schedule of pointed questions. Each individual has to seek this self-retirement, and yet self-presence in an independent way from his neighbor, because as the individual characteristics differ, so will the means of obtaining the same results vary.

The brick and stone environment of a city school must not discourage us, for if the pupils are aroused in enthusiasm they will find many crannies among the stones that hide treasures, and they will readily find paths leading outward to the country life beyond. It is an intense pleasure for a child to form a collection of any kind. Any one who has observed the fascination that a boy experiences with the filling of his stamp album readily perceives how that fascination will extend to a mineral collection.

Children are collectors by nature, and this is daily manifested in their odd gatherings, be they only of marbles, buttons, or picture cards. Turn their thoughts to another channel, and the scope of their gatherings will be enlarged. The teacher is the factor that changes the collection from a mass of useless articles to a gathering from which the collector is to derive benefit.

There is far more to be gained by this collecting of material by the pupil than the saving of labor for the teacher. The pupil has a keener interest in what he has obtained for himself than if it were placed before him by the efforts of somebody else. Even as a child will care more for a rude toy that he has struggled to produce than he will for a costly one that has been purchased for him, so the specimen procured by his own search will teem with more interest than that obtained in any other way.

There is another element that creeps in that enhances the beauty of the lesson. I refer to the influence of the imagination. Let each pupil be provided for the moment, with leaf, twig, seed, or shell, that he has personally found. What is the result? The school-room environment is swept away from the little observer, and, in fancy, he is once more out under the blue sky, where he found his treasure. It is not the vision of the school-room that confronts him, but out-door life, with its sunshine and pleasure, that he lives in once more as he handles his specimen. This change passes over the mind in a flash, even as if a magician had waved his wand before the little eyes and transported the fancy far beyond the white walls of

the school-room. Quick as a flash is the wonderful effect, and this bright, out-door atmosphere is apt to permeate the whole lesson.

The idea of school-room should be effaced from the lesson as soon as possible, and the child made instinctively to feel that the object he is handling is not merely a dry specimen, but is in reality a bit from real life, the mysteries of which are awaiting for him to unfathom.

Again, it is well if the pupil be led to understand that each nature lesson is not independent of the others. By this I mean that the child should not consider after a study of a fruit, and the lesson is closed, that he is done with the subject, and that it has no connection whatever with a later one upon granite. Let the child nature be led to see that, though the fruit and the bit of granite are so different, yet each is essential to the grand whole of creation, that everything is indirectly necessary for the existence of something else. Thus by a perception may the child, though never under the influence of a Sabbath-school teacher, be led gradually to recognize, venerate, and love the Creator of all these marvels of which he is gleaned but ink-ling.

Indeed nature work is robbed of more than half its efficacy if this broadening sense is omitted or slighted. In no other lesson are there more chances of appealing to the moral side of a child, and the lessons of humanity, forbearance, kindness, and affection that creeps in are most valuable, for indeed they often fall upon good soil.

All that has been said has been in favor of the child obtaining as many specimens as possible. How to cause the child to do this is the next matter for study. The first and most important step is to awaken the pupil's interest, and usually what the teacher is interested in will appeal to the pupils. The next step is to direct the searchers. Very rarely is there found a child who does not make trips to some neighboring park, or beach. Direct the children's attention to whatever object you desire from these places, giving them but one thing to seek on one trip. Arrange small groups of the children to go to one of the city's breathing places, on some Saturday, with those of their companions who know the way. The stock of leaves, if that is to be the object of the search, will be more than abundant.

Tell the pupils to be on the lookout after a storm, and the amount of twigs, and if the season be proper, twigs with buds upon them will more than supply a lesson. If there are marble yards, or wood turning places in the vicinity, the school-room collection will indeed be enriched. Parents are very kind about lending their assistance in this matter of collecting, and many a curious object finds its way to the school-room through their efforts, while the household pets that are brought in seem very contented after a little while, and are the most interesting subjects of all.

The teacher is adding to the collection, also; but adding to and being depended entirely upon are very distinct situations, and produce very different results. No pleasant walk in the country, or by the ocean, ever lost any of its beauty by having an object in view, and many are the gifts of nature that a teacher receives in his journeyings. These collections of the teacher, when added to those of the pupils, not only benefit the lesson, but produce a tie of sympathy between the fellow-seekers. Those little searchers find many ingenious places in which to search for riches, and the results are wonderful.

Then, when all specimens are gathered, and all lessons ended, let us believe that the little minds have become garners for broader thoughts of creation's immensities, and the dependencies of all upon the Creator of each.



This illustration will suggest an appropriate design for an October calendar, to be used on the blackboard.

## The Potato and Related Plants.

### Food and Food-Plants.\* IV.

By Clarabel Gilman.

#### I. THE POTATO.

Specimens needed: If the lessons are given in the autumn, potato plants, if possible with seed-balls, and potatoes of various kinds and sizes; if in the spring, potatoes that have sprouted in a cellar, others that were planted in boxes of earth in the school-room, and dried specimens of the plants. The spring is the best time to study potatoes.

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#### THE POTATO PLANT.

1. Roots.—Long, fibrous, from underground nodes of stem. They strike down deep in porous soil to find food and moisture.

Illus. Plants or dried specimens and Fig. 1.

2. Stem.—Stout, branching, triangular, incompletely winged, downy on younger parts. Underground branches end in thickened tips, the tubers.

Illus. Dried specimens and Fig. 1.



Fig. 1.

3. Leaves.—Alternate, compound, with petiole, but no stipules; two narrow wings on petiole, starting on stem below each node: large leaflets, seven or nine, oblong or ovate, hairy, smaller leaflets between larger ones; under surface veiny.

Illus. Pressed specimens and Fig. 1.

4. Flowers.—White, in terminal clusters, on curving stems.

Calyx: Gamopetalous, free from ovary, with five narrow, pointed lobes, spreading like a star.

Corolla: Gamopetalous, wheel shaped, five pointed.

Stamens: Five, anthers very long and broad; meet around style, discharge pollen by two small pores at tip of anthers.

Pistil: One; ovary rounded; style longer than stamens, rather stout, curved, projects like beak from cone of anthers, tipped with blunt stigma; many small ovules.

Illus. Pressed specimens and Fig. 3.

5. Fruit.—A round, purplish berry, called potato ball or potato apple. Formerly produced in abundance, now rare.

Many kinds of potato, never fruit; others do not even blossom.

6. Tuber.—Not root, but thickened tip of underground branch; bears branches—"sprouts"—in axils of tiny scales, which correspond to leaves; thickened with starch, food supply for first spring growth.

Illus. Sprouting potatoes and Figs. 1 and 2.

It is not my purpose to give a complete botanical description of the plant, simply to note a few prominent characters.

The color of potato blossoms varies from bluish white to purple. The energy of the plant has been so turned to the production of tubers that it is now a rare thing for the early varieties to produce seed balls, and the later ones bear but few.

To show that a tuber is only an altered branch, direct upward one of the young underground shoots on a growing plant, on which a tuber is beginning to form, surround it with a cone of stiff paper filled with loam, and the tuber will develop into a branch with green leaves. The other tuber-bearing shoots should first be cut off. The details of this experiment may be found in Newell's *Outlines of Botany. Part I.*

#### II. RELATED PLANTS.

Tomato and egg-plant, well known and valued as vegetables; tobacco, belladonna, and nightshade, which contain powerful poisons; Chile pepper and strawberry tomato, sometimes cultivated for their fruits; petunias and matrimony vine, which have a place in gardens; and thorn-apple, or Jamestown weed, known at the South as "jimson," which is a troublesome weed in many parts of the country.

#### III. HISTORY OF THE POTATO.

1. Native countries.—

Chile, Peru, Mexico, and this country as far north as Southern Colorado.

2. Introduction into Europe.—

Spanish explorers of the sixteenth century carried the potato to Europe, and probably also to Florida and Virginia. Here

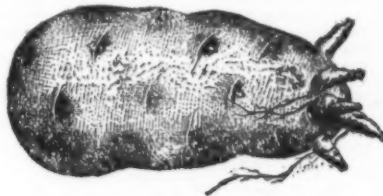


Fig. 2.

Sir John Hawkins obtained it, and introduced it into Great Britain.

3. Introduction into Ireland.—

In 1663 its cultivation in Ireland as a provision against famine was recommended by the Royal Society of London. Not extensively raised in other parts of Europe till a century later.

4. Introduction into New England.—

Brought to New England from Ireland in the eighteenth century.

5. Extent of production to-day.—

Acclimated all over the globe, except in very hot and very cold countries. The most important vegetable of civilized nations. Potato crop of Europe greater than wheat crop of the whole world. Average annual crop of Germany from 1881 to 1890 nearly 900,000,000 bushels.

6. Value of crop in United States.—

Average annual potato crop of United States from 1881 to 1890 about 169,000,000 bushels. Value of crop about \$100,000,000.

Though Sir Walter Raleigh has been credited with the introduction of the potato into Europe, it is now considered certain that the Spaniards were first to bring it from America.

Gerard in his *Herball*, published in 1597, gives an illustration of a potato that he had received from Virginia and cultivated in his garden, which is exactly like our potato plants of to-day. He was so proud of it that in his portrait, which forms the frontispiece of the book, he had himself represented with a branch of the plant in his hand. Its cultivation made slow progress in England, however, for in 1771 the best English book on gardening refers to only two varieties, a red and a white one, and speaks of those chiefly as food for cattle and hogs.

#### IV. CULTIVATION OF POTATO.

1. From tubers.—

A potato tuber is a thickened stem. The seed end or bud end bears many eyes; the stem end has fewer eyes. Each eye is a cluster of buds, therefore several stalks may grow from one

eye. Not necessary to plant whole potatoes, but to have at least one eye on each piece.

2. From seed.—

Gather seed balls or potato apples when vines are beginning to die. Keep till they commence decaying and flesh separates from seeds. Then dry the seeds and keep them till spring. Many varieties of potatoes may grow from seeds in one ball. Only way to preserve a variety is to plant tubers.

3. In furrows.—

Potatoes usually planted in V-shaped furrows three inches deep and hilled up. A depth of four or five inches is better.



Fig. 3.

because both roots and tubers grow from underground nodes of the stem. In shallow planting space is small, tubers are crowded, roots are cramped, and the plant is not so well nourished.

4. In trenches.—

Tubers planted at a depth of four to six inches in deep trenches, filled with light, porous soil and fertilizing material. Instead of hilling up, level culture is practiced. In trenches roots easily grow down and find food moisture, and tubers can attain full size and perfect shape in the light soil.

Potatoes need the best soil on the farm. "A rich, sandy loam abundantly supplied with organic matter and naturally well drained is preferable."

The expression, "seed potatoes," though commonly used, is misleading, because the tubers are stems, not seeds. For planting it is best to cut them in halves or quarters, which bear several eyes, in order that a number of stalks may grow from each piece, and it may be large enough to furnish sufficient nourishment for them all.

The average yield per acre throughout the United States is less than 100 bushels, but crops of 250 to 300 bushels are often obtained over large areas, and in not a few instances over 500 bushels to the acre have been produced.

\*See *Farmers' Bulletin*, No. 35.

#### V. THE POTATO AS FOOD.

1. Kinds of food needed by man.—

Protein, which includes all foods containing nitrogen; fats, including also oils; carbohydrates, including sugar and starch; and mineral substances, such as common salt, phosphate of lime, iron, potash, soda, etc.

2. Use of each kind.—

Protein builds up tissues; fats are stored up as fat; carbohydrates are changed into fat; all three serve as fuel, and furnish heat and strength. Mineral matters aid in digestion of food and formation of bone and other tissues.

3. Composition of potato.—

95 % water and starch, 2 % or less of protein. In juice of potato are vegetable acids combined with potash, soda, and lime. Hardly any fat.

4. Changes in cooking.—

Starch grains absorb the water of the juice, swell up, burst the cells that contain them, and potato becomes soft and mealy.

5. Best modes of cooking.—

Best to cook potatoes in their "jackets," because potash salts are contained in that part of the tuber just under the skin, and are dissolved when the skin is broken. Steaming is better than boiling, since none of the salts are lost.

6.—Use as food.—

Starch of potatoes very digestible, when well cooked. Valuable to eat with foods rich in protein, such as meat and fish.

In Ireland years ago potatoes formed from three-fourths to four-fifths of the entire food of the people, but they contain so small a proportion of protein that they should not make so large a portion of the diet. Since the potato disease caused famine in Ireland, Indian corn has largely taken the place of the tubers, greatly to the advantage of the people. The total food eaten should contain one fifth as much protein as non-nitrogenous food. Three and one-half pounds of potatoes contain about as much food as one pound of rice. Cooked rice, however, which is mixed with water, is similar to potatoes in its composition. Mealy potatoes are easily digested, watery ones are not. Diseased potatoes are extremely indigestible, and should never be eaten. With buttermilk, which contains a large quantity of casein—the protein of milk—potatoes form a cheap and nourishing food, which supplies all the needs of the body.

Starch becomes blue on the application of iodine, therefore to show starch in a potato pour a few drops of solution of iodine on the cut surface of a raw tuber, and see its color change to blue.

Carman's *The New Potato Culture and Farmers' Bulletin*, No. 25, of the Department of Agriculture, on Potato Culture, will give additional facts in regard to the cultivation of this plant.

## Aids to Observation Work.

By W. C. Schaefer, Chicago.

For convenience of observation a suitable insect box should be provided. This may be made as follows: make a box of common inch boards long enough to fit on the window sill and about six inches high. The end pieces of the box should be about three times as high as the sides (see Fig. 1).

Panes of glass are then fitted to the sides and a thin wire netting placed over the top. Put in from six to nine inches of good rich soil. In place of the box, a large glass jar or a honey box may be used.

The purpose of this box is for the observation and study of very small animals, insects, and worms that live in the ground. At least one-half of the soil should be removed each week and fresh earth substituted. A glass of water should be sprinkled over the soil each evening so as to render the soil cool and damp. Care should be taken not to convert it into mud or by neglect to permit it to become dry, as this is for the keeping of helpless prisoners.

In this way the life and habits of worms, moles, chipmunks or ground squirrels and the field mouse may be studied.

In the same way an interesting study may be made of worms. There are various kinds; some are the larva state of the butterfly, while the great majority belong to the army of worms that cause untold damage to the farmers' crops. There are the cutworms, cankerworms, army worms, tobacco worms, tomato worms, and lastly the silkworm, that feeds on the white mulberry leaves, and has founded the silk industry.

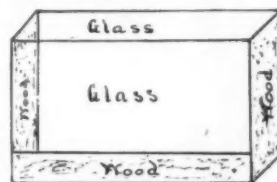


Figure 1.



Ask each pupil to bring one or more worms or caterpillars to school with the spray of the plant on which it was found. Place these sprays in bottles of water so as to keep them fresh, renewing the water each morning. Require the pupils to be supplied with a note book. When the insect is brought in the pupil should put down all he observed at the time he found it.

A particular specimen is assigned each pupil. Have a drawing made of the insect with the plant on which it was found, thus:

A particular specimen may however be taken up by the entire class, the drawing being placed on the board by the teacher or a pupil.

Draw the insect or worm in different positions. Then make separate drawings of different parts, combining the study of elementary zoology with elementary botany.

Watch the object carefully, see how it eats and what parts of the plant it feeds on. Observe its movements. Look at it each day and if anything more is observed put it down in the note book, along with the drawings. After the changes in the fall have taken place, preserve the note book till spring, then continue the observations and notes.

Finally, prepare an illustrated essay, summing up all that has been learned.

Not only caterpillars and worms, but beetles, ants, grasshoppers, and dragon flies may be gathered and studied in the same way. Beetles are very interesting and do not frighten the smaller children as much as the worms.

It would be well to gather many bugs, and insects of every variety in the fall and preserve them for comparison with the forms that come out in the spring.



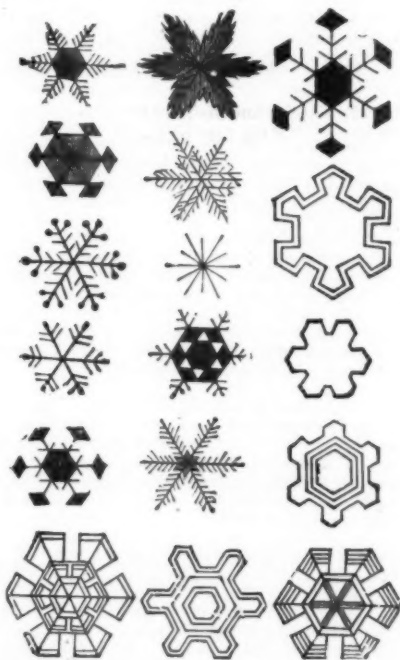
## Nature Study in the City.

No question has been more frequently repeated than "What can be done in the winter?"

First of all may be mentioned the study of minerals. What can be more delightful than to analyze with the blowpipe and test-tube the specimens gathered from cliff and quarry during the open months? Directions for this work are to be found in any of the manuals referred to in the list of books, which is given on another page.

Chemistry is another science which can be pursued in winter as well as summer, and as it lies at the base of nearly all the other natural sciences, students in other departments may well devote the time, when they are debarred by weather from outdoor work to its cultivation. In fact, however, there is hardly a branch of natural history that cannot be followed, even out of doors, for many days of every month in the year.

One of the things which those who live in cities can do, is to make drawings of snow-crystals, to exchange for specimens more easily found in the country. Catch the crystals, as they fall, on a dark cloth. Look at them through a magnifying-glass, if you have one, and draw as well as you can from memory. Photograph them if possible.



The drawings should be made of a uniform diameter of half an inch. Six drawings may be made nicely on a card as large as a postal-card. For convenience in exchanging, we all may make them of the same size, and arrange them in the same way, as follows:

To have these crystal pictures valuable, we must notice the conditions which prevail as the snow falls. Look at the thermometer and barometer, and note the strength of the wind, as well as the date. Attention to these details will enable us to decide whether or not snow-crystals vary in shape with heat and cold, and density of air, etc.

The frost-pictures on the window, too, are well worthy your attention. Each form is fashioned according to some fixed law; yet so varied are the beautiful shapes, so intricate the crystalline curves and angles, that it requires much patient study to trace the operation of cause and effect. Those who have photographic outfits, could render valuable service by securing pictures of these fairy frost-pencillings.

Indoors, again, the microscope reveals a world, rivaling in beauty and infinity of extent the outer world that is open to our unaided vision; and this instrument can be used in the city, as well as in the country, and in winter, as well as in summer.

Another thing you of the city can do, is to suspend seeds in

bottles over water, and study the growth of different plants as the tiny leaves unroll. Make neat cases also for insects or minerals, and exchange them for specimens. Collect specimens of veneers from cabinet and piano shops, and prepare them for exchange. Nearly all the grains, and nuts, and spices, and fabrics, and seeds, and barks, and woods, and metals, can be found in city shops, and for these you can readily get anything you may wish from the country.

Besides these things, we need only mention birds' nests, abandoned in leafless trees, cocoons suspended from bushes and tucked away under fence-rails, beetles burrowing in old stumps, sections of wood and bark, cones and buds, to show that there is plenty of outdoor work, even in winter; while, indoors, cabinets are to be built, specimens determined, labeled, and arranged, philosophical experiments performed, books read, letters written, exchanges made.

It is a good plan to capture caterpillars and other insects in the fall, and keep them during the winter, watching their curious habits and wonderful transformations.

(From Harlan H. Ballard's "Three Kingdoms." By permission of the author.)

## A Geography Story.

By Myra Kipp, Hudson, N. Y.

While waiting in the depot for a west-bound train I fell in conversation with a young lady who seemed to be very (1) islands west of S. A. She gave her name as (2) a river in the northwestern part of Siberia (3), an island south of England.

After conversing with her for some time the train arrived and I bade her (4) a cape at the southeastern extremity of Greenland.

After seating myself in the car I looked across to the seat opposite me and there was my friend. The moment she saw me she came across the car and sat down in the seat with me.

She had a great many bundles, among which was a very queer looking one. Upon questioning her I found it contained a cow's (5), a cape off the southern extremity of South America, which she was taking to her cousin. She also had a lunch-basket. She opened it and asked me to eat something, but I refused, for I saw that the basket enclosed a (6), islands off the southwestern coast of N. A. and some fried (7), a cape off the northeastern coast of the U. S. and a bottle of (8), a river in the northern part of Montana and some (9), a city in the southwestern part of Spain. She also carried a bird-cage, which had a (10), islands off the northwestern coast of Africa, in it.

She was attired in a (11), a river in the eastern part of Utah, dress trimmed with (12), a cape off the southern extremity of Florida.

She had (13), a city in the southwestern part of Maine, hair and (14), a sea south of Russia, eyes.

She told me she was related to Ex-President (15), a city in the northeastern part of Ohio, and that she went in (16), islands west of South America, with his wife.

She told me she was going to visit her uncle, whose name was (17), a lake in the east central part of Africa (18), a city in the northeastern part of Oregon, who resided at (19), a city at the western terminus of the Erie canal.

At last we reached Buffalo, and I left my friend, as I was going to proceed to Dunkirk. After she was gone I found I had her handkerchief, which had an abundance of (20), a city in the west central part of Germany, on it.

I thought I would (21), a river in the southwestern part of Germany, it to remember my friend by.

### ANSWERS:

- |             |            |               |
|-------------|------------|---------------|
| 1. Friendly | 8. Milk    | 15. Cleveland |
| 2. Lena     | 9. Malaga  | 16. Society   |
| 3. White    | 10. Canary | 17. Albert    |
| 4. Farewell | 11. Green  | 18. Baker     |
| 5. Horn     | 12. Sable  | 19. Buffalo   |
| 6. Sandwich | 13. Auburn | 20. Cologne   |
| 7. Cod.     | 14. Black  | 21. Save      |

## Books.

The millions of young Americans all over this land have reason to thank Elbridge S. Brooks for telling in so entertaining a way the story of the pilgrimage of a party of young people to the battle fields of the American Revolution. The book is called "The Century Book of the American Revolution," and is issued under the auspices of the Empire State Society of the Sons of the American Revolution, of which Chauncey M. Depew is president. However dry history may have appeared before, it certainly cannot appear so to the youth who has read this account of a visit to Boston, New York, Philadelphia, the Hudson river, Yorktown, and other places noted in the struggle for independence. The author visited the battle fields in person, and many of the illustrations are from photographs taken especially for this book. These include pictures of battle fields, of places connected with notable events in the war, of famous buildings, monuments, statues, etc. In addition, there are portraits and character pictures in sufficient number to give an illustration for almost every page.

American boys and girls will not have to be urged to read this book—they will find it so interesting when they take it up that they will read it through with breathless interest. (The Century Co., New York. \$1.50.)

"Elements of Comparative Zoölogy" is a little book by J. S. Kingsley, S.D., professor of zoölogy in Tufts college, which will start the students off in the learning of this most fascinating science. It gives direction for laboratory work upon a selected series of animal types, and a general account of related forms. By combining a laboratory guide with an outline of zoölogy, it has been possible to emphasize the comparative side of the subject. The student thus gets the training which science is specially fitted to give, of correlating and classifying facts. The types selected are such as may be easily obtained in any locality; those in the marine groups can be purchased by dealers in laboratory supplies. The work has been made largely macroscopic in character, as microscopes are expensive, and many institutions feel that they cannot provide each pupil with one of these. Then, too, there are enough important facts to be discovered with scalpel and hand-lens. (Henry Holt & Co., New York.)

Teachers do not believe nowadays in keeping children reading one book until they know it almost by heart and the stories have lost their interest. Hence the use of such little books for supplementary reading as "Short Stories" for pupils of third year grade, by Elizabeth A. Turner. The prime object of the author has been to entertain, though some of the selections convey instruction, and all have an ethical value. The language is very simple, and the little ones will read the stories with eagerness, as they relate to matters within their sphere of interest. The book is beautifully printed and illustrated. (Ginn & Co., Boston.)

Americans are under especial obligation to Alexis de Tocqueville on account of his great work on "American Democracy." Frenchmen have cause to reverence him as a patriot, for during the revolution near the middle of the century he endeavored to keep the republic within a wise and moderate course by steering clear of the two-fold perils of Caesarism on the one hand and revolution on the other. He has given an account of this stormy period in the history of his country in "His Recollections," which have been translated into English by Alexander Teixeira de Mattos. The book is octavo, elegantly printed and bound in cloth, and contains a frontispiece portrait of de Tocqueville. (The Macmillan Co., New York \$4.50.)

John Henry Comstock, professor of entomology in Cornell and Stanford universities, the leading American entomologist, has put the results of his long experience in teaching the subject, and collecting insects into a book, "Insect Life," for the use of students, and others interested in out-of-door life. While in no wise deviating from scientific accuracy, he has taken especial pains to make the matter attractive. One of the means for accomplishing this object is the introduction of dainty bits of verse from Riley, Tennyson, Lowell, and other poets. Readers will find an additional attraction in the way in which the author has treated pond life, orchard life, forest life, and roadside life. As an introduction to this, however, there is a classification of insects and a description of orders. Original illustrations by Anna Botsford Comstock are scattered plentifully through the pages, and are so true to nature and so perfect in execution that they add much to the beauty and value of the volume. Under the head of the collection and preservation of specimens Prof. Comstock has described in detail work which the amateur could not otherwise pursue without making costly blunders. If the student wishes to start the study of nature successfully he should have this beautiful book close at hand for study and reference. (D. Appleton & Co., New York.)

If pupils can be made to see why certain studies are beneficial, they will no longer seem dry or uninteresting. Algebra is one of the subjects that pupils have found it hard to be-

come interested in, because they could not see its use. The principal object of Fletcher Durrell, Ph.D., and Edward R. Robbins, A.B., mathematical masters of the Lawrenceville school, has been to simplify principles, and make them attractive, by seeking to show more plainly than has been done heretofore the practical or common sense reason for each step process. It is pointed out that symbols are not introduced arbitrarily, but for the sake of definite advantages in representing numbers. The authors have kept in touch with the best current practice of teachers; the usual order of topics in text-books has, in the main, been followed. Great care has been taken in the selection and gradation of a large number of examples. (R. L. Meyers & Co., Harrisburg, Pa.)

In "Flowers and Their Friends," Margaret Warner Morley has told some stories of nature in a way that will interest the young folks, and get them to make observations for themselves. Her stories are about the morning-glory, the geranium family, hyacinth, and various habits of the flowers. The book is nicely illustrated, and contains a glossary. (Ginn & Co., Boston.)

"The Student's Manual of Physics," by Prof. Le Roy C. Cooley, Ph.D., of Vassar college, follows the method that has been found to be productive of the best results, i. e., a combination of oral instruction, including illustrative experiments, of text-book study, and of original laboratory investigation. It presents a clear, systematic treatment of the chief laws of physics. Sufficient illustrative work is provided to enable the teacher to impress upon the minds of students in the classroom the truth of the principles stated. A laboratory course accompanies the text throughout the book. Special care has been taken to select experiments which will not overtax the capacities of beginners, nor require expensive apparatus, but which, at the same time, will call for original work and lead to accurate results. The book constitutes a full treatment of the subject, sufficient for high schools, academies, and colleges. It gives the most recent discoveries in physics, including 130 pages devoted to electricity, and the latest results obtained by Hertz, Tesla, Roentgen, and others. It is fully and clearly illustrated, attractively bound, and well printed. (American Book Co., New York. Cloth, 12mo., 448 pages, \$1.00.)

William C. Collar, headmaster of Roxbury Latin school, believes that the reason that such poor results are usually seen in the study of Latin is that the beginner is pushed into difficulties before he is ready for them. He has therefore prepared an easy Latin reader, which he calls "Via Latina." It contains short easy narratives that gradually pave the way for the more difficult reading of Nepos, Cæsar, or Ovid. It contains abundant notes and a vocabulary. (Ginn & Co., Boston.)

The value of "Lord Chesterfield's Letters," especially to the young, has been acknowledged for over one hundred years: their popularity bids fair to last for another hundred. Selections from these famous letters, with introduction, biographical sketch and notes, have been edited by Henry H. Belfield, Ph. D., for Maynard's English Classic Series. (Maynard, Merrill & Co., New York. Mailing price, 24 cents.)

"Die Journalisten," the famous four-act comedy, by Gustav Freytag, has been edited for school use, by J. Norton Johnson, Ph. D. Its humor and character drawing are admirable. The mastery of the German language displayed in it shows the true literary artist, while its colloquial character particularly adapts it for use by classes studying German. Ample facility is afforded the student for making an intelligent study of the play by brief references at the bottom of the page and a full and carefully prepared vocabulary. (American Book Co., New York. Boards, 12mo., 171 pages, 35 cents.)

A collection of stories in the French language collected from Coppée and Maupassant and fitted for classes shows a growth in appreciation of French literature. The editor is Prof. Cameron, of Yale university. The notes needed are supplied. There is an introductory criticism of both Coppée and Maupassant, and a list of the main works of each. The Coppée and Maupassant tales will be found useful in schools.

One hundred and fifty pages of convenient pocket size are filled with a carefully arranged list of educational works in the catalogue of "School Books of All Publishers," issued by Hinds & Noble, Cooper Union, New York city. Prices are given of both new and second hand copies. Write the publishers for a catalogue.

"Opinions of Able Educators. Celebrated Professional Penmen and the Pen" is a little booklet issued by the Ellsworth Publishing Company, 127 Duane street, New York city, extolling the merits of the Ellsworth "Lessons and Lectures on Penmanship," the price of which is \$2.00 delivered. If you haven't the lessons, send for the booklet, which is sent free.

Boils, pimples, and eruptions scrofula, salt rheum, and all other manifestations of impure blood are cured by Hood's Sarsaparilla.

## Literary Notes.

"The Reveries of a Spinster," by Helen Davies is a book that contains a great many beautiful thoughts, and breathes a genuine aspiration for higher opportunities than life usually affords. There is a tendency, however, to magnify the ills of life. The healthy woman will ask if this spinster longed so ardently for love why did she not accept it when it was offered her? It may have been due to a woman's inconsistency, it may be natural. We do not value as highly things we possess as we do those we are seeking. The book is handsomely bound in blue cloth, with a handsome cover design in white and gold. (F. Tennyson Neely, New York.)

"A Summer Note-Book" is a little volume issued under the auspices of the Michigan Central Railroad Company. This is a well written description of summer resorts in Michigan, Central New York, the Adirondack mountains, the Berkshire hills, Vermont, the White mountains, Canada, along the St. Lawrence and Hudson rivers, etc. It shows just where to go to get the pleasure or recreation desired. So far as the make-up, printing, and illustrating of the book are concerned, it is a model. The general superintendent of the Michigan Central is R. H. Hommedieu, Detroit; and the general passenger and ticket agent, O. W. Ruggles, Chicago.

Among the publications brought out by the queen's jubilee is a small volume entitled "The Victorian Era," by P. Anderson Graham. It contains a history of the queen's reign including the changes and improvements in industrial, social, and political life. The biographies of the members of the royal family and of the literary and scientific celebrities of the reign will be read with interest on both sides of the Atlantic. The style is adapted to the understandings of young readers, and therefore the book might be used in school as a supplementary reader. We think the author might have mentioned occasionally the part Americans have had in inventions that have contributed to the advancement of the well being of all mankind, Englishmen included; nevertheless the book will be read and enjoyed on this side of the water, for none take more pride in the achievements of the English-speaking race everywhere than Americans. The book has seventy-five illustrations and two maps.

Be sure you get Pears.

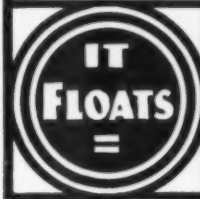


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Pears' makes the skin clear and beautiful. A fat soap greases the skin, an alkali soap makes it red and rough. Pears' is nothing but soap, no fat or alkali in it. All sorts of stores sell it, especially druggists. There are soaps offered as substitutes which are dangerous—be sure you get

**Pears' Soap**

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The Traveler who would thoroughly enjoy his toilet and bath must carry a half cake in his toilet case.

(Longmans, Green & Co., New York and London.)

No one can read of the struggles of the people of Switzerland to secure and retain their liberty without feeling a thrill of enthusiasm and having his love of liberty increased. It is a fact, however, that there are very few good connected histories of this country—a land in which Americans should take more interest than any other with the exception of England. We are sure, therefore, that they will appreciate Julia M. Colton's "Annals of Switzerland" in which she gives a brief, consecutive narrative of the struggles, progress, and attainments of a heroic people. The narrative extends from legendary times up to the formation of the present constitution, from which we might obtain some useful points in government. The book is made of the best material, is finely printed with marginal headlines, has many half-tone illustrations, and has a colored frontispiece giving the cantonal coats-of-arms. (A. S. Barnes & Co., New York.)

The world should well repay the humorists, who help to lighten the troubles that will come to the cheeriest; and to the world's credit be it said that it generally does. Americans surely will reward the man who makes them laugh. Our crop of humorists of the last half of the nineteenth century is a generous one, and even selections from their writings would make many volumes. "Authors' Readings" is a collection of bright pieces in prose and verse from James Whitcomb Riley, Mary Hartwell Catherwood, Ella Wheeler Wilcox, Hamlin Garland, Bill Nye, Eugene Field, Will Carleton, M. Quad, and Opie Read, with a biography of each author. There are many illustrations, including full length marginal portraits in attitudes assumed by them when reciting. (Frederick A. Stokes Co., New York. \$1.25.)

We cannot appreciate what a will-o'-the-wisp fame is until we have read of the struggles of some man to attain it by writing learned and elaborate works, only to find at length that he is chiefly remembered by some poem or sketch that he has thrown off hastily and hence does not value highly. Such is the fate of Dr. Thomas Dunn English who has written many other good things besides "Ben Bolt," but the public persist in remembering him chiefly for that. And the public is right. It chooses out of the mass the poem or story with the touch of nature and makes it a classic. "The Night Before Christmas," by Clement C. Moore, LL.D., is such a poem. Dr. Moore wrote many things of a more pretentious character, but this lives because it touches the heart of childhood, while they have been forgotten. Mr. William S. Pelletreau has performed a service that will be appreciated in the many homes where Christmas memories are held sacred, by preparing a little book in which is given a history of the author's family and the poem, a fac-simile of the manuscript of the poem, and the poem printed with appropriate illustrations by Frederick Thornburgh. The frontispiece is a portrait of Mr. Moore; the book is dedicated to

Prof. Edward R. Shaw. It is handsomely bound and would make an acceptable Christmas gift. (G. W. Dillingham Co., New York.)

Next to studying the Anglo-Saxon, Greek, Latin, and French, the languages from which the English is principally derived, is the careful study of such a little book as J. M. Anderson's "A Study of English Words." We cannot thoroughly understand words unless we know something of their derivation. This author classifies the prefixes, suffixes, and roots in so clear a way that the study, instead of being dry, becomes a most delightful one. The chapters on words, their growth, changes, forms, meanings, spelling, and synonyms, and the treatment of roots, stems, prefixes, suffixes, etc., will be found particularly useful to young students, giving them a discriminating knowledge of words, and a training in the accurate use of language. (American Book Company, Cloth, 12mo., 118 pages, 40 cents.)

James H. Plummer, publisher of the "The Woman's World and Jeanness Miller Monthly," 22 and 24 North William street, N. Y., offers prizes in what may be called one of the most unique

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61 East Ninth St., New York.

contests ever devised. He gives a list of thirty words, from each of which letters are omitted, and which are to be supplied by the contestants. It will be well to look into this offer, for it presents unusual attractions.

Of the fourteen contributors to the first number of "The Atlantic Monthly" but three are still living. J. T. Trowbridge contributed a piece of fiction, Parke Godwin wrote on "The Financial Flurry," and Charles Eliot Norton described the Manchester exhibition—very much the sort of article we should expect from their pens to-day. The name of the magazine, it seems, was suggested by O. W. Holmes.

## Interesting Notes.

### Bowel Affections.

In "Notes on New Pharmaceutical Products," is an article on intestinal antiseptics. The writer says he uses salol freely in combination with antiskamnia. The salol acts as an antiseptic "the best we have," while the antiskamnia furnishes the calumative and analgesic effects. He also uses the same combination in cystitis, both acute and chronic, in doses of two and one-half grains each. The pain and burning are relieved and the urine is cleared up.

### Knights of the Golden Eagle Parade, Trenton, October 12, 1897.

For this event the Pennsylvania Railroad Company will sell excursion tickets from all stations on the United Railroads of New Jersey Division at the very low rate of one and a half cents per mile (minimum rate, twenty-five cents).

Tickets good only on above-mentioned date.

For over twenty years the editor of this paper has been acquainted with "The Great American Tea Co.," whose advertisement can be found on another page; during this time there has never been a single complaint entered against them or against the goods they sell; they are known throughout the country and to the press in general, to which they have been most liberal patrons for over thirty-six years, as a perfectly reliable house, and one which sells pure goods only.

Just at this time they are offering splendid inducements to secure club orders, or club agents, for their celebrated teas, coffees, spices, baking powder, etc.; the premiums which they offer are well worth striving after, and not like the many nostrums offered by some of the unreliable houses in the business. If you wish to taste tea in perfection, send their advertisement from this paper, and fifteen cents in postage stamps, and they will mail you one-quarter pound best tea imported, any kind you may select. They are headquarters in the United States for fine goods.

Many of our readers will remember our mention last spring of "The Comedy of Toys," the entertainment which was so successfully given by many schools in Newark, Jersey City, Long Branch and other places. Some changes and improvements have been made in the play which, besides increasing the artistic work, enables the production to be put on with greater ease. The new version is entitled "Bibi—A Comedy of Toys," and calls for

## Swollen Neck

Also Had Great Difficulty With Her Heart—How Cured.

"My daughter had a swollen neck and also heart trouble. After the least exertion she would breathe so hard she could be heard all over the room. She could not sweep the floor or even move her arms without affecting her heart. Her limbs were badly bloated. Her father insisted that she must take Hood's Sarsaparilla, and we gave her about six bottles, when she was cured, and there has been no return of her ailments." MRS. EMMA THOMAS, North Solon, Ohio.

## Hood's Sarsaparilla

Is the best—in fact the One True Blood Purifier. Sold by all druggists. \$1; six for \$5.

**Hood's Pills** easy to buy, easy to take easy to operate. 25c.

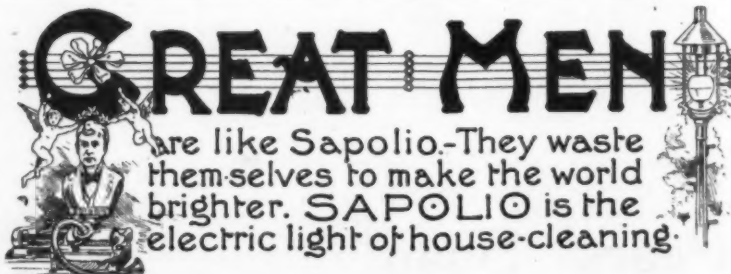
only twelve speaking characters, while from fifty to 150 young people and children can be used in pretty drills, marches, dances and choruses. The play is meeting the hearty endorsement of principals wherever given. A postal card addressed to Mr. W. L. Hatch, Chickering Hall, New York, will bring full particulars to any one interested.

Compositors record their vote for the new Vertical Writing. When manuscripts are sent in this style they do not have to go through the office to find out what certain hooks and scratches mean. That is why Esterbrook Vertical Writer Pens are popular in the printing offices.

A test of forty-eight years ought to be sufficient guaranty of the worth of an article. Gouraud's Oriental Cream, or Magic Beautifier has had this test, and has stood it successfully, for it is in greater demand than ever before. Ladies find that it does what it is recommended to do—removes pimples, freckles, moth patches, and other blemishes. It may be obtained of Ferd. T. Hopkins, proprietor, 37 Great Jones street, N. Y., or of fancy goods dealers and druggists.

### Trolley Line 124 Miles Long.

A local paper, in an article on the electrical street-car systems of eastern Massachusetts, gives a description of what is alleged to be the longest trolley trip in the world, it being from Providence, R. I., to Nashua, N. H., through Boston. The start, according to the author's route, is from Market square, Providence, thence through Pawtucket and North Attleboro to Plainville, the only break being between Plainville and Norwood, which is at least fourteen miles in length. An extension of the Norfolk Central line from Norwood to Walpole will be in operation within a very short time, but even then it will only reduce the break about 3½ miles. The Norfolk Southern street railway has been granted locations through the towns of Norwood, Foxboro, and Mansfield, but it is hard to say when this line will be built. When it is in operation there would still be a dis-



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on beauty, and de-  
fies detection. On  
its virtues it has  
stood the test of 48  
years; no other has,  
and is so harmless  
we taste it to be  
sure it is properly  
made. Accept no  
counterfeit of simi-  
lar name. The dis-  
tinguished Dr. L.  
A. Sayre said to a  
lady of the haw-  
son (a patient): "As  
you ladies will use  
them, I recommend  
'Gouraud's Cream'  
as the least harm-  
ful of all the skin preparations." One bottle will last  
six months, using it every day. Also Poudre Subtile  
removes superfluous hair without injury to the skin.



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ing the last year.

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tance of 3½ miles between Foxboro and  
Plainville, which would have to be covered  
by carriage.

But, even if this line was really in opera-  
tion, covering a distance of 110 miles, it  
would not be the longest trolley ride in the  
world, as it is possible to make a trip of 124  
miles over lines in actual operation, viz.:  
From the residence of Henry H. Rogers,  
vice-president of the Standard Oil Com-  
pany, at Fort Phoenix, in Fairhaven, to  
Nashua, N. H., the route being through  
New Bedford, Fall River, Taunton, Bridge-  
water, Brockton, Braintree, Quincy to  
Boston, and then through Malden, Mel-  
rose, Wakefield, Reading, Wilmington,  
Billerica, Lowell, Dracut to Nashua.—  
"Boston Herald."

The Upper South.

Personally-Conducted Tour via Penn-  
sylvania Railroad.

The last of the early Autumn tours to the  
historic Upper South via the Pennsylvania  
Railroad will leave New York and Phila-  
delphia Tuesday, October 12.

This tour covers a period of eleven days  
during the height of the season, when the  
autumn foliage is most beautiful, and in-  
cludes the battlefield of Gettysburg, pictur-  
esque Blue Mountain, Luray Caverns, the  
Natural Bridge, Virginia Hot Springs, the  
cities of Richmond and Washington, and  
Mt. Vernon.

The round-trip rate, including all neces-  
sary expenses, is \$65 from New York, \$63  
from Philadelphia, and proportionate rates  
from other points.

The tour will be in charge of one of the  
company's Tourist Agents. He will be  
assisted by an experienced lady as Chap-  
eron, whose especial charge will be ladies  
unaccompanied by male escort.

Special train of parlor cars will be pro-  
vided for the exclusive use of the party, in  
which the entire round trip from New York  
is made.

For detailed itinerary apply to Ticket  
Agents, or to tourist agent, 1196 Broadway,  
New York, or Geo. W. Boyd, Assistant  
General Passenger Agent, Broad Street  
Station, Philadelphia.

Would Make a Fly Look Twelve Miles  
Long.

Prof. Elmer Gates, of Washington, says  
he has worked out a process by which  
objects can be magnified to a size 300 times  
greater than by any of the microscopes now  
in use. His invention, he claims, will  
revolutionize microscopy, and will advance  
science to a point hitherto undreamed of.  
His discovery, he says, will be of special  
value in bacteriology and the study of the  
cellular tissues. The professor declares  
that he has succeeded where all other  
scientists have failed—in discovering a way  
by which the magnified image projected on  
a lens can be magnified by a second as if  
it were the original object. To do this has  
been the aim of scientific photographers  
and microscopists for many years. Prof.  
Gates does not take the public into his  
confidence sufficiently to divulge the details  
of his invention, but he says he will be  
ready to give it to the world in a few weeks.  
The power of the new instrument is men-  
tioned as 3,000,000 diameters.—"Indian-  
apolis Journal."

False Economy

is practised by people who buy inferior ar-  
ticles of food. The Gail Borden Eagle  
Brand Condensed Milk is the best infant  
food. *Infant Health* is the title of a valu-  
able pamphlet for mothers. Sent free by  
New York Condensed Milk Co., N. Y.

During the Teething Period

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over FIFTY YEARS by MILLIONS of MOTHERS  
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PERFECT SUCCESS. IT SOOTHES the CHILD,  
SOFTENS the GUMS, ALLAYS all PAIN, CURES  
WIND COLIC, and is the best remedy for DIAR-  
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ing Syrup," and take no other kind. Twenty-five  
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extract contains all the concen-  
trated food of malt in a soluble  
form for the human stomach.

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Coffees, etc.

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